

PSYCHOLOGICAL ABSTRACTS

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GENERAL

2231. [Anon.] *Bibliographie der Philosophie und Psychologie*, Jg. 10, 1929. (Bibliography of philosophy and psychology, Vol. 10, 1929.) Leipzig: W. Heims, 1930. Pp. 32. M. 0.80.—W. S. Hunter (Clark).

2232. Boerma, N. W. Bernard Mandeville. *Mensch en Maatschappij*, 1930, 6, 134-152.—Under different headings, Mandeville's treatment of economics, sociology, psychology, and ethics is reviewed. Mandeville is favorably compared with living psychologists. His psychological theory postulates the instincts (*passies*) as basic and more fundamental than reason. They vary in their admixture according to the individual. Self-preservation is the dominant instinct; self-love comes next. Others are anger, fear, and the sex urge, which aid the organism in overcoming its environment. Imitation is included under the same category. Two examples of Mandeville's quality as an observer and analyst of human behavior are given in a brief study of rivalry and jealousy.—O. L. Harvey (Pittsburgh).

2233. Boring, E. G. [Ed.] *Proceedings and papers of the Ninth International Congress of Psychology*. Princeton, N. J.: Psychological Review Co., 1930. Pp. xli + 534. \$5.25.—W. S. Hunter (Clark).

2234. Boring, E. G. *Science*, 1930, 71, 362-363.—Accepting the settlement of the micron controversy on the basis that m means a thousandth and μ a millionth, the writer raises the question of the proper designation for the millisecond; the author claims no satisfactory solution, but suggests ms for the millisecond and σ for the microsecond. The possibility of confusion through the use of the same symbol for the standard deviation is also pointed out.—R. R. Willoughby (Clark).

2235. Fite, W. *The living mind: essays on the significance of consciousness*. New York: MacVeagh, 1930. Pp. ix + 317. \$3.50.—One of the essays is new (*Consciousness, What Is It?*). The others have appeared in the *Phil. Rev.*, *Nation*, *Unpop. Rev.*, *J. Phil.*, *Int. J. Ethics*, and *Atl. Mo.* The topics discussed include advertising, pragmatism, B. Russell, and psychoanalysis. The author defines consciousness as personal experience and indicates the barrenness of experimental work in psychology where the mind is neglected and where the investigator does not regard "a deep experience of the mind" as an important part of his equipment.—W. S. Hunter (Clark).

2236. Kabanov, N. A. *Mekhanika dushevnoi zhizni*. (Mechanism of life and of the soul.) Moscow: Rabotnik Prosveshchenia, 1929. Pp. 159.—The book is primarily written to be used as a text-

book. The author describes the physical characteristics of the brain, giving full explanation with illustrations of its structure. Furthermore, he explains the connection which exists between the mental life and the physical environment, demonstrated by means of experiments on animals. The psychic functions are merely a product of the experiences through which a person lives in his daily life, and these functions depend first of all on the conditions of the organism. Every emotional state is due to some change which takes place in the nerve cells. The complex emotions, according to Kabanov, are divided into three classes: (1) moral, (2) esthetic, and (3) mental.—I. Kutukchieff (Clark).

2237. Kelley, T. L. *The scientific versus the philosophic approach to the novel problem*. *Science*, 1930, 71, 295-302.—No approach to human problems can exist in the absence of reflective judgment—facts alone will not suffice. The essence of the philosophic approach is that it yields an immediate answer in a pressing situation in which there is not time for adequate factual investigation and verification.—R. R. Willoughby (Clark).

2238. Köhler, W. *The new psychology and physics*. *Yale Rev.*, 1930, 19, 560-576.—Differences between the machine theory of brain processes, in which interaction of events is excluded, and the *Gestalt* theory, in which the mutual influence between local events is stressed, are discussed with illustrations from psychology and analogies from physics. It is necessary for psychological method that an attempt be made to develop a theory of "the larger physiological context" upon which all experiences depend, on the basis of the fundamental principles of physics. Perception seems to be the part of psychology in which a first attempt at a theory of underlying processes is most likely to succeed. The structure of experienced space depends upon functional rather than geometrical relations between local events in the brain. While the *Gestalt* psychologists are extending their "functional scheme of brain physiology" to the problem of learning and thinking, the same principles are being applied more and more by physicists, who in their own field are not only laying more stress upon "functional wholes," but are also becoming gradually aware of the psychological implications of their work. Prediction is made that in the near future psychological investigation and theory will somewhere break through the thin wall which still separates them from the researches of physics.—O. L. Tinklepaugh (Yale).

2239. Künkel, F. *Let's be normal!* (Tr. by E. Jensen.) New York: Ives Washburn, 1929. Pp. xxviii + 299. \$3.00.—The book concerns itself neither with a system of character traits nor with a system of character types. "It attempts to make

understandable the interrelationships and development of all forms of human behavior." Character should not be thought of as something innate and inalienable combined with a substance, but as a totality of qualities determined by laws and therefore scientifically explorable. "This totality of qualities adheres to a substance, namely, a human being, and is acquired by him, operates, and disappears when he dies. On this account characterology appears here as the doctrine of changes in the psychophysical formation of the human being." The book takes into consideration the problems of everyday life, with psychotherapy, pedagogy, public welfare, and "the self-education of the individual." There are chapters on the form and growth of character, love and marriage, suffering and its meaning, and "the process of clarification." The book concludes with four case studies and a bibliography.—*F. G. Thayer* (Clark).

2240. MacNair, M. W. A list of American doctoral dissertations printed in 1928. Washington: Gov't Printing Office, 1930.—Including the usual representation from psychology.—*R. R. Willoughby* (Clark).

2241. Mauerhofer, H. *Entwicklungsskizze der europaischen Psychologie.* (A developmental sketch of European psychology.) *Psychol. Rundschau*, 1930, 1, 359-361.—A brief summary of the psychology of the Greeks, which was chiefly rational in character, and the psychology of the middle ages, which introduced the irrational note in psychology. This summary serves as the opening chapter of Mauerhofer's history of psychology.—*H. S. Clapp* (Children's Court, New York).

2242. Miles, W. R. The Stanford-Muybridge motion pictures of 1878-1879. *Bull. Minnesota Fed. Architect. & Engineering Soc.*, 1929, 14, No. 9.—See III: 3465, 4328; IV: 1259.—*R. R. Willoughby* (Clark).

2243. Myers, O. S. *Psychological conceptions in other sciences.* (Herbert Spencer Lecture.) Oxford: Clarendon, 1929. Pp. 24.—The lecturer points out that certain psychological principles may with advantage be applied to the more fundamental sciences. In psychology "composite" products precede the more "elementary" (e.g., perception of objects precedes sensation). May not evolution similarly prove to be a distillation of what has pre-existed vaguely in the apparently simpler organism? Psychology has long recognized the relativity of space, time, movement, weight, etc., as characteristics of conscious experience (e.g., filled vs. empty space or time, contrast effects in various sensory fields). The Einstein theory applies this concept to physics. Psychologists find mechanism everywhere, yet prediction is impossible owing to directive guidance within the individual organism. So, too, physicists and chemists are beginning to realize that many of their laws apply only to averages of aggregates—not to the individual atom or electron. To account for the evolution of the universe and of organisms, not only mechanical principles, but a certain adapting,

selecting, guiding activity must be ultimately included among the "first principles" of science.—*H. C. Warren* (Princeton).

2244. Peillaube, E. *Avons-nous l'expérience du spirituel?* (Have we experience of the spiritual?) *Rev. de phil.*, 1929, 29, 660-686.—The author distinguishes two experiences: that of our mind and that of the human spirit. We are able to know through our consciousness not only the present and the potential but the past and all reality. But can our consciousness reach beyond actions and faculties to the very substance of mind itself? Do we experience the mind itself, not considered as the cause of knowing and acting, of thinking and willing, but as spiritual element? The author does not think so. This awareness is not found in any known experience, and it is conceivable only in a state where mind is separated from the body.—*Math. H. Piéron* (Sorbonne).

2245. Spielrein, I. N. [G. I. Rossolimo.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki* (B), 1928, No. 2, 3-4.—A short sketch of the late Rossolimo (died September 29, 1928), Director of the Clinic of Nervous Diseases in the First Moscow University, is given. The value of the Rossolimo psychograph or profile is pointed out.—*H. S. Rasran* (Columbia).

2246. West, G. D. An interferometer for sound waves. *J. Sci. Instruments*, 1929, 6, 254-256.—An easily constructed device which may be used to measure the wave-length of a sound, and also to demonstrate the properties of sound waves. A source of sound is placed within a cylindrical tube closed at one end. Sound waves are emitted from the open end of the tube both directly from the source and by reflection from the closed end. When the two sets of emitted waves are in phase, the sound produced is of maximal intensity. Movement of the source through a distance equal to one quarter wave length results in the superposition of waves out of phase, producing cancellation. The writer advises the use of a whistle, connected by a tube to an air supply, as a source of sound.—*H. R. Thompson* (Stanford).

2247. Zalkind, A. B. [Ed.] *Psycho-neurological sciences in U. S. S. R.* (Materials for the First All-Union Congress for the Study of Human Behavior.) Moscow & Leningrad: Gov't Medical Publication, 1930. Pp. 383 + 18 + 8.—A collection of advance summaries of papers to be read at the First All-Soviet Union Congress of Human Behavior (the date of the Congress is not given). There are 217 papers divided into 4 large sections: a general section with 68 papers, a pedological section with 52, a psychotechnical with 39, and a psychopathological section with 58 papers. The general section includes—among others—a sub-section on social psychology (4 papers), legal psychology (3 papers), and comparative psychology (5 papers). The pedological section covers all studies with children, with 5 papers on children's collectives and 7 papers on maladjusted school children. Mental testing and character studies come under the psychotechnical section, which

includes a sub-section on intelligence and vocation with 17 papers. The psychopathological section includes studies approaching psychopathology from various angles: histological, conditioning, endocrinological, psychoanalytical. There is a special sub-section on alcohol and the nervous system (5 papers), psychotherapy (8 papers), and vocation and psychopathology (5 papers). Experimental studies on conditioning in animals are divided between the general and the psychopathological sections. There is no index in the book.—*H. S. Rasran* (Columbia).

[See also abstract 2274.]

SENSATION AND PERCEPTION

2248. Carlo, —. *La perception monoculaire de relief et ses conséquences.* (Monocular perception of relief and its results.) *Ann. d'ocul.*, 1929, 166, 650-654.—The author believes that monocular vision is complete, being weaker than binocular vision only in non-measurable proportions.—*Math. H. Piéron* (Sorbonne).

2249. Faillie, R., & Lagarde, M. *Etude de l'influence de l'éclairage sur la précision des mouvements au cours du travail professionnel.* (A study of the influence of lighting on precision of movements in the course of professional work.) *C. r. Acad. sci.*, 1929, 188, 1446-1449.—This study was made on five subjects (four men and one woman) with 25 measurements per subject. Three factors were measured: the psychomotor reaction time for choice of visual stimuli appearing before the worker during the course of his work; dexterity; and eyesight. Three tests were used: a determination of the measure of visual psychomotor reaction time for choice by means of a converted typewriter; measurement of dexterity by means of a metallic dextermeter shaped like a V; and measurement of eyesight by means of a d'Arsonval chronoscope which the subject had to stop at zero. The results from these three series of tests showed that for weak lighting the least increase in light produced an important improvement in precision of movements in the course of the imposed tests, the improvement persisting for strong lighting though in a less degree.—*Math. H. Piéron* (Sorbonne).

2250. Gindre, R. *Spectre du Brocken et bandes paranthéliques horizontales.* (The Brocken specter and horizontal paranthelial bands.) *Bull. Observatoire de Lyon*, 1930, 12, 17-21.—The Brocken specter or anthelion appears in the form of circular aureolas more or less elliptical in shape, usually colored, which surround the shadow made by the head of the observer placed in the sun when in a fog or under a low cloud. On the Pic du Midi two luminous rectilinear bands about 2° in width, not very brilliant, were observed which extended from the observer to the horizon. These bands form circumference arcs on a photographic plate and on the retina. If the observer sees rectilinear bands in place of two arcs of the same circumference, the reason is that, through the non-voluntary observation of incidents of surface and perspective, there is formed a rather clear

idea of the form and the position of the surface on which these bands are traced and that the observer's eye has, without his knowledge, corrected the received impression of a circumference arc and has restored its rectilinear form to the curve.—*Math. H. Piéron* (Sorbonne).

2251. Judd, D. B. *Reduction of data on mixture of color stimuli.* *Bur. Standards J. Res.*, 1930, 4, 515-548.—The mathematical basis for the use of color-mixture data in routine computation is reviewed. A theorem is proven which establishes that luminosities computed from these data are not dependent on the particular coordinate system in which the data are expressed. Methods of carrying out these computations in any linear homogeneous transformation of coordinates are given; a particular transformation is proposed for use in routine computation. It is shown that although routine computations do not depend on any theory of vision, the theorem which establishes routine computation in any set of coordinates also facilitates the theoretical consideration of luminosity as connected with chromatic vision.—*D. B. Judd* (Bureau of Standards).

2252. Levy-Valensi, J. *L'illusion des sosies.* (The illusion of counterparts.) *Gas. des hôp.*, 1929, No. 55, 1001-1113.—The illusion of counterparts is an identification agnosia. False recognition is at the basis of the matter. If this false recognition is incomplete, permitting the idea of resemblance, then one has an illusion of counterparts which, in the main, is the explanation of this false recognition.—*Math. H. Piéron* (Sorbonne).

2253. Lhermitte, J. *L'hétéresthésie dans la commotion de la moëlle épinière.* (Heteresthesia in a case of concussion of the spinal column.) *Rev. neur.*, 1929, 36, 779-785.—The author calls heteresthesia a modification of the tonality of sensations, a disparity, where the stimulations reach certain radicular zones of the sub-lesional cutaneous area. Apropos of a recent case (a man suffering a spinal concussion in the war), Lhermitte considers the various hypotheses which might explain the mechanism of this particular sensitivity disturbance.—*Math. H. Piéron* (Sorbonne).

2254. Marage, —. *Causes et conséquences de la surdité de Beethoven.* (The causes and results of Beethoven's deafness.) *C. r. Acad. sci.*, 1929, 189, 1036-1038.—In agreement with the opinion of Romain Rolland and the report of the autopsy, the author gives internal otitis as his diagnosis, in opposition to that of otosclerosis which other people have given. This internal otitis is caused by over-fatigue of the auditory centers. People afflicted in this manner hear songs, music, and noises, which make their life miserable, by means of all kinds of percussion vibrations. However, as Romain Rolland says, "It was given only to Beethoven to set going to these rhythms the figures of his symphonies. Therein lay his genius. From chaos he made a world."—*Math. H. Piéron* (Sorbonne).

2255. Yourievitch, S. *Les principaux caractères des mouvements oculaires.* (The principal character-

istics of ocular movements.) *C. r. Acad. sci.*, 1929, 188, 937-939.—The article gives a record obtained by means of an ocular cinegraph of more than 20,000 eye movements for 10 subjects who followed with the eye various lines (straight ones, parabolas, hyperbolas, lines bent at different angles, ellipses, etc.). When there were changes in direction, the stopping time was from 0.2 to 2 seconds. The movements were of two kinds: rapid ones measuring from 0.02 to 0.06 of a second, and slow ones from 0.1 to 0.2 of a second. In the vertical movements in standing position, the stops were generally briefer at the top than at the bottom. This phenomenon faded or disappeared in the reclining position. In horizontal movements, the arrests for reversal of direction from right to left were rapid and had a similar duration. The oblique movements had intermediary characteristics.—*Math. H. Piéron* (Sorbonne).

[See also abstracts 2268, 2441.]

FEELING AND EMOTION

2256. Janet, P. *Les sentiments régulations de l'action.* (The feelings as regulations of action.) *Bull. Soc. fr. de phil.*, 1929, 29, 73-103.—Psychology should be primarily a psychology of behavior expressed in terms of action. The feelings seem to be independent of action; they can remain the same with different acts or they can change in the course of the same action. The author attempts to interpret feelings in terms of action. There are certain functions serving to regulate action, as there are certain functions regulating respiration. The author holds that the centers for feelings and for the regulation of action correspond to the centers at the base of the cerebellum considered by J. Camus and Lhermitte as the centers for the nervous expenditure of the hemispheres. The feelings, therefore, would be an adaptation to the condition of stress in the organism. This regulation, more and more complicated, would cause, thanks to language, beliefs, and obligations of all kinds, a transformation of these simple reactions caused by the action into feelings such that we could recognize them. An interesting discussion follows in which Xavier Léon, D. Parodi, and D. Roustan take part.—*Math. H. Piéron* (Sorbonne).

2257. Petrov, P. [Profile of the emotional segment of personality.] *Zhurnal neuropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 2.—Reports an experiment with upper-class students, whereby a redirection of excitement was accomplished by means of various illustrated post cards.—*V. E. Makarov* (Leningrad).

2258. Robinson, G. W. *Relation of fear and behavior.* *J. Missouri State Med. Asso.*, 1930 (Feb.).—*R. R. Willoughby* (Clark).

[See also abstracts 2270, 2327, 2371.]

ATTENTION, MEMORY AND THOUGHT

2259. Herbertz, —. *Was ist "Eidetik"?* (What is eidetic?) *Psychol. Rundschau*, 1930, 1, 355-358.

—Between after-images, which are distinct, and memory images, which lack the vividness of the former, is a third type designated as "intuitive images." These have a degree of vividness comparable with after-images, but at the same time possess the phantom character of memory images. Primitive folk and youth are very successful in producing such images. Such individuals are said to be of the eidetic type. The "intuitive images" are the roots out of which the after-image and the memory image develop. E. R. Jaensch and his brother, W. Jaensch, state that the eidetic is bound up in two constitutional types. One, the so-called T-type, belongs to the tetanoid group; the other called the B-type, shows certain signs which are associated with Basedow's disease. These two types are analyzed in some detail.—*H. S. Clapp* (Children's Court, New York).

2260. Kononova, M. [Eidetic phenomena and their relation to psychopathology.] *Zhurnal neuropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 1.—The eidetic phase of psychic life is as yet little known in Russian literature. This type of imagery is most common under the fourteenth year and varies widely in degree and quality. It is conceivable that an atavistic trait is here involved; the frequency of the disposition renders it probable that it is a stage of psychic evolution, although many investigators see in it little more than an individual peculiarity. Definite constitutional factors are associated with this capacity, as well as hallucinatory experiences.—*V. E. Makarov* (Leningrad).

2261. Piaget, J. *Etude sur les rapports de la pensée rationnelle et de l'intelligence motrice.* (A study of the relationship between rational thought and motor intelligence.) *Bull. Soc. fr. de phil.*, 1928, 28, 98-141.—By dealing with the terrain of child psychology, the author endeavors to find out whether intelligence is derived from a motor structure. By analyzing the relationship between foreknowledge and explanation, we can best discern the relationship between motor intelligence and rational thinking. Action leads to a foreknowledge of phenomena. In the child this foreknowledge is sometimes in advance of the explanation. It utilizes certain relations not yet perceived by explanatory thought, and the explanation rests on certain relations already exceeded by foreknowledge. We must distinguish in the child's thinking three superposed systems: motor intelligence, which assures the adaptation of the organism to things; egocentric thinking, which constructs a representation of things; and rational thinking, which, by placing the individual perspective in relation to that of others, allows an objective representation of things to be given to thinking and thus permits the retention of the benefits of motor adaptation which action has preformed. By this triple functioning, thinking becomes capable of transforming motor intelligence, and organic adaptation, begun in the first months of existence, ceases to be a source of illusion of perspective and becomes an instrument for forcing the mind into the real. The author rests his theory on concrete examples, especially in

its relation to foreknowledge and the explanation to children of physical phenomena. For example, in dealing with children from the ages of 3 to 6, he gives the relation between foreknowledge and explanation in the problem of the displacement of the level of water when a solid is immersed in a glass three-fourths full. There follows a discussion in which the following take part: Xavier Léon, Delacroix, Blondel, Piéron, Bourjade, Wallon, and Janet.—*Math. H. Piéron* (Sorbonne).

NERVOUS SYSTEM

2262. Bourguignon, G. Chronaxies sensorielles cutanées chez l'homme normal. (Cutaneous sensorial chronaxies in normal man.) *C. r. Acad. sci.*, 1929, 189, 305-308.—With a bipolar electrode made from threads of Ag Cl separated 3 mm., the author gave cutaneous stimulations and found that the aroused sensations were either shock, tingling, or heat. Increase in intensity made the tingling painful or brought about a burning sensation for heat, but did not change the character of the shock. The chronaxies were five times stronger for tingling and ten times stronger for warmth than for shock. The author thinks that the chronaxy for shock corresponds to the excitation of the Pacinian corpuscles, the largest receptors of the tactile group, that the medium chronaxy corresponds to the stimulation of the Meissner corpuscles, pain receptors, and that the largest chronaxy corresponds to stimulation of the free nerve endings in the skin, the receptors for thermal sense, no distinction being present between cold and warmth.—*Math. H. Piéron* (Sorbonne).

2263. Brain, W. R., & Strauss, E. B. Recent advances in neurology. (2d ed.) Philadelphia: Blakiston, 1930. Pp. xii + 429. \$3.50.—The second edition contains the following new sections: Angiomatous malformations and blood vessel tumors of the brain, measles encephalitis, treatment of sub-acute combined degeneration and four ketogenic diet lists for the treatment of epilepsy. In addition the following sections have been rewritten or enlarged: Acute disseminated encephalomyelitis, post-vaccinal encephalitis, serum treatment of anterior poliomyelitis and malarial treatment of general paralysis. Other topics treated include cerebral circulation and the cerebral spinal fluid, tumors, posture and tonus, paraplegia and hemiplegia, cerebellum, extrapyramidal syndromes, pituitary, conditioned reflexes, sleep, sensation at various levels of the nervous system, neurotropic viruses, encephalitis, therapeutic advances. Brief descriptions of the diseases and their treatment are given with symptoms and methods for diagnosis to aid the medical practitioner in following the recent advances in this field. These will be of interest to the psychiatrist and the student of abnormal psychology.—*O. W. Richards* (Clark).

2264. Chauchard, A., & Chauchard, B. Influence de l'ischémie sur l'excitabilité de l'écorce. (The influence of ischemia on the excitability of the cortex.) *C. r. Acad. sci.*, 1929, 188, 457-459.—The cerebral

circulation can be impeded to a large degree without any modification of the cortex chronaxy, a sufficient irrigation being assured by the collaterals and their anastomosis. In general anesthesia by means of compression of the brain, the cortex becomes non-excitable after a phase of increase in chronaxy which comes back to its primary value in progressive stages when the pressure is released if this compression has not been too great. A total interruption of circulation always brings about a non-excitable of the cortex. If this interruption does not last longer than 1½ min., the chronaxy rapidly returns to normal. Beyond this duration its modifications persist. After 2½ min. of complete ischemia, the cortex is definitely non-excitable.—*Math. H. Piéron* (Sorbonne).

2265. Khoroshko, W. [The Rossolimo method of psychological profile applied to the study of lesions and functions of the frontal lobes of the brain.] *Zhurnal nevrologii i psikiatrii im. Korsakova S. S.*, 1929, No. 3-4.—The author describes 5 cases of traumatic lesions of the frontal lobes of the brain. In two cases the lesion was principally in the fore part of the right frontal lobe; in the next two the lesion was in the mid part of the left frontal lobe; and in the fifth case both parts of the frontal lobe were injured simultaneously. In all five cases an investigation according to the profile method was carried out. The results from this investigation showed that in cases of lesion in the frontal lobes the function of active attention was found to be affected in regard to its stability, dimension, and exactness of impressionability, and the faculty of observation, and faculty of memory in all phases of speech and imagination. On the other hand, the functions of intellect properly so-called—comprehension, disposition as a whole, and intellectual ability—remained relatively intact or were slightly affected. In accord with the data obtained, we can say that the functional relation of the frontal lobes to active attention and the volitional functions should be truly stated only in a very general way in so far as the activity of attention in regard to stability, the limits of its dimensions (diapason), and its faculty of internal resistance is related to the aforesaid functions of the organism. By basing our theory on the idea of the relation of the cerebral cortex to the function of memory and by taking into consideration the close bond that exists between the frontal lobes and the language function, we can conclude, as a result of these described observations, that not only the left frontal lobe but also the right is connected with the language function.—*V. E. Makarov* (Leningrad).

2266. Lapique, L., & Lapique, M. Action du sympathique sur la curarisation suivant le sens de l'hétérochronisme. (The action of the sympathetic on curarization according to the idea of heterochronism.) *C. r. Soc. biol.*, 1930, 103, 393-395.—A stimulation of the sympathetic diminishes the chronaxy of the striated muscles to which the stimulated fibers lead. In the case of curarization of a muscle (the chronaxy of this muscle being increased), there

is an interruption of the nervous excitation for that muscle as a result of this variance, but a stimulation of the sympathetic is sufficient to restore this neuromuscular excitability. In the inverse case of a production of non-excitability in a nerve as the result of weak doses of nicotine, there is a slight diminution of the muscular chronaxy which does not quite suppress excitability. All that is now necessary is a stimulation of the sympathetic, which, by adding its own action of diminution of the chronaxy to the diminution already obtained through the nicotine, causes a suppression of the muscle's excitability. In the two cases the effect of the stimulation of the sympathetic on the efficacy of the nervous impulse is due solely to the diminution of the muscular chronaxy.—*Math. H. Piéron* (Sorbonne).

[See also abstract 2280.]

MOTOR PHENOMENA AND ACTION

2267. Allen, H., Dickens, F., & Dodds, E. C. Observations on the standardization of the water-soluble oestrus-producing hormone. *J. Physiol.*, 1930, 68, 348-362.—Experiments on rats are reported, including directions for standardization and efficient administration.—*E. B. Newman* (Kansas).

2268. Arrigo, A. Grafica dei movimenti dell'occhio durante la lettura. (A graph of eye movements during reading.) *Ann. ofst. e clin. ocul.*, 1929, 57, 1-4.—After giving a short survey of previous methods of studying eye movements during reading (Lamare, Erdmann and Dodge, and Delabarre), the author proposes a new method which consists in applying to the lowered eyelid of one of the subject's eyes a very fine rubber sleeve held by vacuum pressure. In the center of this sleeve is placed a button having a flat surface which comes in contact with the eyelid. The rubber sleeve is in turn connected with a Marey sleeve which registers by means of a pencil an enlarged graph of the eye movements on the smoked paper of a rotating tambour. The author gives reproductions and interpretations of several graphs taken during the reading of various tests.—*M. Ponso* (Torino).

2269. Bachem, A. The electrical resistance of live and dead tissue. *Proc. Soc. Exper. Biol. & Med.*, 1930, 27, 369-371.—In general, resistance is smallest for high frequency current, medium for low frequency, and greatest for direct current. There is a tendency toward increasing tissue resistance from life to death, excepting that in skin tissue resistance is diminished. Tissues vary greatly in resistance. Skin tissue has a much higher resistance than average tissue for D.C. and slightly higher for H.F.—*H. R. Thompson* (Stanford).

2270. Bancroft, J. Some effects of emotion on the volume of the spleen. *J. Physiol.*, 1930, 68, 378-381.—Contraction of the spleen in dogs was induced and recorded following (1) injections of adrenalin and ephedrin, (2) anxiety due to the departure of the keeper from the room, (3) smell, sound, sight, or

pursuit of a cat. In the last case the contraction was proportional to the excitement, using the stimuli in the order named.—*E. B. Newman* (Kansas).

2271. Benoit, M. Sur la localisation anatomique du sens des obstacles. (On the anatomical localization of the feeling for obstacles.) *Ann. d'ocul.*, 1929, 166, 677.—When one is walking, the perception of moving or non-moving objects, sight being ruled out, takes place only at the height of the head, particularly in the anterior and lateral regions. It is not a matter of tactile sensations, or of differences in the surrounding air pressure, or of auditory sensations, but of perception by the free endings of the epidermis in the cutaneo-mucous areas of the cranial sensory nerves.—*Math. H. Piéron* (Sorbonne).

2272. Bremer, F. Le tonus musculaire et le mécanisme réflexe de la station debout. (Muscular tonus and the reflex mechanism of the standing position.) *J. de neur. et de psychiat.*, 1929, 29, 442-450.—A discussion of recent work on postural reflexes. The standing position in quadrupeds is established not only by tonic contractions of the extensor muscles in response to proprioceptive excitation (myotatic reflex) but by specific supporting reflexes (*reflexes de soutien*) as observed in decerebrate animals. The supporting reaction is the expression of a synergy of two distinct reflexes: (1) a tactile reflex provoked by pressure on the plantar skin, (2) a proprioceptive reflex caused by passive stretching of the flexor tendons of the toes. These reflexes cause the simultaneous tonic contractions of extensor and flexor muscles which are necessary for the standing position. There are further influences from numerous corrective reactions (postural reflexes) which assist in maintaining the equilibrium of the various parts of the body.—*H. C. Sys* (New York City).

2273. Epstein, A. L. [A labial reflex.] *Sovremennaya psikhonevrologia*, 1929, 8, No. 2-3.—The author describes a new reflex in which the main interest lies in the fact that it appears as a specific and, for the moment, unique reflex in mental disorders. According to the author, this reflex occurs in a more or less acute form in 80-84% of all mental disorders. It is particularly plain and constant in general paralysis, alcoholic psychoses, dementia praecox, infectious and senile psychoses, and intoxication psychoses. The reflex is obtained by blows of a small mallet on the external surface of the lips, at the level of the gums, on the gums themselves, and on the tip of the tongue placed on the lower dental arch. The reflex is expressed by a movement of the lips which resembles the appearance of the mouth in the act of sucking or of kissing. The author considers this reflex to be an old one autogenic to sucking, inhibited during growth but freed again by an injury to the upper levels of the brain (the psychic system of the brain, to use the author's terminology). It is an absolutely pathological reflex, not being found in normal persons. It appears very early in mental disorders.—*V. E. Makarov* (Leningrad).

2274. Fessard, A., & Laugier, H. Sur la forme de l'électromyogramme de la contraction volontaire.

Enregistrements oscillographiques. (On the form of the electromyogram of voluntary contraction. Oscillographic records.) *C. r. Acad. sci.*, 1929, 188, 1444-1446.—The authors used the Dubois oscillograph (characteristic frequency of 2,300). They established the fact that in the oscillograms the distribution curve of amplitudes was not comparable, as has been said, to a curve of chance, the large waves appearing too frequently to be explained by chance synchronisms. It seems to be a matter of intermittent synchronizations which cause us to think of a phenomenon of beats occurring between only a small number of somewhat simple wave trains having slightly different rhythms.—*Math. H. Piéron* (Sorbonne).

2275. Löwenstein, O. **Muskeltonus und Konstitution. Experimentelle Zwillingsuntersuchungen zur Kenntnis der psychophysischen Konstitution.** (Tonality of the muscles and constitution. Experimental study of twins for knowledge of the psychophysical constitution.) *Monatssch. f. Psychiat. u. Neur.*, 1928, 70, 35-51.—*R. R. Willoughby* (Clark).

2276. Makarov, V. E. [On the constitutional value of Pignet's formula.] *Vratchebnoe delo*, 1929, No. 2.—The author considers Pignet's formula ($H - C - w$, where H = height in cm.; C = chest circumference in cm.; w = weight in kg.) as an index of the corpulence of the human body, a thing which establishes its constitutional value. In this sense the author distinguishes several degrees of corpulence. According to his data and in conformity with the literature, the author thinks that the extreme variants of persons of great corpulence are characterized by a predominance of predisposition to organic disorders of the vascular tissue as well as to renal maladies, obesity, gout, diabetes, progressive paralysis, and cyclophrenia. The extreme variants of the opposite type, i.e., very thin persons, are predisposed to asthenia, pulmonary disorders (tuberculosis), tabes dorsalis, and schizophrenia. The author thinks that Pignet's formula should be accepted in questions of constitutional prophylaxis and eugenics as well as in public insurance matters.—*V. E. Makarov* (Leningrad).

2277. Makarov, V. E. [Concerning the diagnosis of the pyknic type of constitution in man.] *Vratchebnaya gazeta*, 1929, No. 2.—The author believes that the origin of obesity in this type lies in alimentary, idiopathic, endocrinopathic, and encephalic facts and causes. But only idiopathic obesity can be considered as pyknism. In this sense the author emphasizes the force of the pyknic predisposition arising from a pyknic heredity and the force of the subject's pyknic constitution. The author also points out certain anthropometric correlations which facilitate diagnosis.—*V. E. Makarov* (Leningrad).

2278. Porges, O., & Adlersburg, D. [The increased excitability of the nerve-muscle system in the pre-menstrual stage.] *Wien. klin. Woch.*, 1929 (Oct.).—*R. R. Willoughby* (Clark).

2279. Ronchevski, S. P. [The effect of adrenalin upon the circulation of blood in the brain.] *Arch.*

Milit. Med. Akademie, 1929, 2.—Until recently, studies of the influence of adrenalin have been confined to its effects on the brain vessels and general modification in brain volume. By means of a special method, based on the oncographic principle, the author was able not only to study the volumetric changes after injection (per venam) but also the character of the pulse variations of the brain. It was found that strong doses of adrenalin result in increased cerebral volume with simultaneous decrease of the pulse waves or their disappearance (the first phase), which alternates with a volumetric decrease of the brain accompanied by an elevation of the pulse wave. A small dose yields varying effects, classifiable into three types: (1) The presence of both phases with or without fluctuations in brain volume; (2) active hyperemia with volumetric increase of the brain; (3) re-enforcement of the pulse wave with simultaneous diminution of volume. All of the observed variations in brain volume stand in direct relation to changes in general blood pressure.—*V. E. Makarov* (Leningrad).

2280. Ronchevski, S. P. [The effect of adrenalin on the excitability of the motor centers of the cord.] *Arch. Milit. Med. Akademie*, 1929, 2.—The presumptive rôle of adrenalin in the origin of the pathological features of cyclophrenia has occasioned research on the effect of adrenalin on the irritability of the psychomotor centers. The author employed the classic method of stimulation by means of the faradic current. He found that strong adrenal solutions invariably diminished the excitability of the psychomotor center, but that very dilute solutions did not produce this result. Along with lessened excitability appear vasomotor phenomena in the shape of marked cerebral hyperemia. The dependence of irritability upon vascular changes is as yet undetermined.—*V. E. Makarov* (Leningrad).

2281. Stevens, H. C. Some effects of denervation on muscular contraction. *Proc. Soc. Exper. Biol. & Med.*, 1930, 27, 399-400.—The myograms of denervated muscle show certain constant differences from those of normal muscle. The initial speed of contraction and the relaxation phase are both more rapid, which, together with a shortening of the intermediate phase, results in a considerable diminution in the duration of the myogram. The staircase phenomenon is usually absent.—*H. R. Thompson* (Stanford).

[See also abstracts 2294, 2295, 2324.]

PLANT AND ANIMAL BEHAVIOR

2282. Allard, H. A. Our insect instrumentalists and their musical technique. *Ann. Rep. Smithsonian Instit. for 1928, 1929.* Pp. 563-591.—Description of the sounds and sound making organs of the principal musical insects—cicadas, grasshoppers, crickets and katydids.—*C. M. Louttit* (Hawaii).

2283. Aptel, —. Observations sur le comportement du pélopie tourneur (*Sceliphron spirifex*). (Observations on the behavior of the wasp *Sceliphron spirifex*.) *Bull. Soc. entom. Fr.*, 1929, No. 15, 236-238.—Observations on the behavior of this wasp

under a dozen different circumstances. The results obtained were somewhat contrary to those of J. H. Fabre under analogous conditions.—*Math. H. Piéron* (Sorbonne).

2284. Borovski, W. M. Über adaptive Ökonomie und ihre Bedeutung für den Lernprozess. (Adaptive economy and its significance for the learning process.) *Biol. Zentbl.*, 1930, 50, 49-60.—The first part of this paper is concerned with definitions of certain terms in use in current comparative psychology. These, in the opinion of the author, have not been thoroughly worked out and are used by investigators in diverse manner. The terms defined are (1) situation, (2) stimulus, (3) reaction. In addition, the author discusses the organisms as reacting always in a constantly changing series of situations. An organism cannot react quickly enough to a first volley of stimuli (*Beisschwarm*) before a second is upon it. A biologically worth-while reaction is one which produces for it a favorable result. The second part of the paper deals with the concept of "adaptive economy." This is described as follows: If an animal executes a reaction which, under the given conditions, has no biological worth, the potency of the reaction declines. The reaction may indeed completely disappear with the reduction of the potency. Conversely, if the reaction has biological worth its potency increases from occurrence to occurrence. The concept is illustrated by examples of animal learning and is related to explanations of the learning process as developed by Thorndike, Book, Woodworth, and Watson.—*W. Berry* (Rochester).

2285. Borovski, W. M. Experimentelle Untersuchungen über den Lernprozess. No. 4. Über Labilität der Gewohnheiten. (Experimental investigation of the learning process; lability of habits.) *Zsch. f. vergl. Physiol.*, 1930, 11, 549-564.—4 Yerkes-Watson discrimination boxes were connected to form what is named a 4-unit double-choice apparatus. The apparatus permitted the varying of the number of choices in each trial, the distance of the choice screen from the food box, the kind of signals in each choice, the kind of signals in successive choices, as well as the addition of new choices after the old have been mastered. The signals consisted of openings—for the animals to get through—of various sizes, shapes, and elevations above the floor. The coloration of the screen was also varied in some experiments. In the first series 3 groups of 12 rats each were used. Group I had the double choice at the screen farthest from the food box and mastered the task in 44 days; group II took 28 days in the choice at the screen next to the food box; group III, which had to make 4 identical choices in each trial, took 39 days. 4 choices were made each day—4 trials with groups I and II and one trial with group III. In a second series 35 rats in 2 groups were used. Group I had 3 choices in each trial with the positive signals identical and the negative differing; it took 42 days. Group II also made 3 choices in each trial but with the negative signs identical and the positive differing; it took 33 days. In a third series small groups of

5-6 rats each were used for testing the discriminating values of various signals, and it was found that the rats discriminated best if the signals differed in size, shape, and elevation above the floor and poorest if the signals differed only in shape. It was also shown that the rats could combine the size and shape of the opening, but not the shape of the opening and the coloration of the screen. In a fourth series 4 groups of 16 rats each were used. Group I learned the first screen 1, then 1 and 4, then 1, 2, 4, and finally 1, 2, 3, 4. Group II mastered first 1 and 4, then 1, 2, 4, and finally 1, 2, 3, 4. Group III had first 1, 2, 4 and then 1, 2, 3, 4. Group IV was given only the combination 1, 2, 3, 4. The positive signals at each screen differed. The results show the following numbers of trials for each group and for each part of the problem. Group I: 33, 23, 15, 9 trials; group II: 65, 16, and 7 trials; group III: 76 and 13 trials; group IV: 101 trials. A fifth series of experiments—the detailed results of which are not given—with 3 groups of 18 rats each is said to confirm the results in the fourth series. Position habits were controlled.—*H. S. Rasran* (Columbia).

2286. Kellogg, R. What is known of the migrations of some of the whalebone whales. *Ann. Rep. Smithsonian Instit. for 1928, 1929*. Pp. 467-494.—A summary of the available information on whale migrations. These are apparently seasonal, and to some extent are governed by plankton supply and hydrographic changes. There are three maps showing migration routes. Bibliography of 46 titles.—*C. M. Louttit* (Hawaii).

2287. Klugh, A. B. Ecology of the red squirrel. *Ann. Rep. Smithsonian Instit. for 1928, 1929*. Pp. 495-524.—Report of original observations over a long period of the habits and behavior of the red squirrel. Includes notes on nests, care of young, activity and rest, play, foods and habits of feeding, and psychology. Under this last rubric the author notes that this animal is vivacious and clear-headed, has a distinct individuality and sense of ownership. Its memory is excellent and it shows evidence of anticipation in its behavior. Five plates and a bibliography of 26 references.—*C. M. Louttit* (Hawaii).

2288. Laroche, N., & Laroche, R. Hypothèse d'un rôle statolithique attribuable à l'éleidine. (Hypothesis on the statolith rôle attributable to eleidin.) *C. r. Soc. biol.*, 1930, 103, 231-232.—Eleidin is present in the tissues in the form of free piriform granules which are always oriented in the direction of gravity. The authors, supposing that these granules might play a rôle in the perception of gravity, performed certain experiments which consisted in suppressing the effect of gravity by means of a water tube. The orientation of the granules was changed at once. The authors point out the fact that the eleidin granules are found in the vicinity of a fibrillary structure (the epidermic tonofibrils) exactly as the otoliths in the ear are near an identical structure.—*Math. H. Piéron* (Sorbonne).

2289. Maneval, H. Notes sur quelques hyménoptères. (Notes on certain hymenoptera.) *Ann. Soc.*

entom. Fr., 1929, 98, 289-300.—The author gives his observations on the behavior of certain hymenoptera. In *Trypoxylon figulus* he has observed, contrary to the opinion usually held, that this species catches only very small spiders, that it always looks for prey proportionate to the diameter of the cavity chosen for its nest. He found that *Pompilius gibbus* abandons its prey only when it is lost, relieving itself of a weight which hampers its explorations. In regard to memory for places in *Osmia rufa*, he found that the bee is unable to recognize its nest solely by the appearance of the entrance, apparently fixating this detail only in relation to the whole environment. He postulates a dynamic memory subjacent to visual memory which is only operative when visual memory does not enter into play.—Math. H. Piéron (Sorbonne).

2290. McIndoo, N. E. Communication among insects. *Ann. Rep. Smithsonian Instit. for 1928, 1929*. Pp. 541-562.—The present-day evidence indicates that three large groups of social insects, bees, ants, and termites, have means of communication. Of primary importance among these are smells, including hive or nest odor, sub-group odor, and individual odors. In addition to odor bees apparently communicate the discovery of a food supply by means of dancing movements. It is claimed that termites sometimes communicate by rapping on objects with their heads.—C. M. Louttit (Hawaii).

2291. Rabaud, E. Phénomène social et sociétés animales. (The social phenomenon and animal societies.) *Bull. biol. fr. et belg.*, 1929, 63, 377-398.—The author endeavors to discover what determines the groupings of animals. There are two possible hypotheses: the individuals which form the group experience individually an attractive power of some exterior influence and converge towards the same point, i.e., the crowd; or these individuals are attracted to one another and thus assemble together. In this latter case, the assembling is linked with the very existence of the individuals; therefore, they form a society. The author shows by examples taken from the males of *Halictes* (solitary bees), ants, wasps, partridges, etc., that the social phenomenon resides essentially in an inter-attraction of individuals. This inter-attraction is exercised independently of the species and, *a fortiori*, of the genus to which the animals belong that are mutually attracted. It excludes the idea that imitation plays a rôle in determining the phenomenon, for even in the case of the "phenomenon of Panurgus" there is no imitation but only a mutual attraction.—Math. H. Piéron (Sorbonne).

2292. Rees, C. W. Is there a neuromotor apparatus in *Diplodinium ecaudatum*? *Science*, 1930, 71, 369-370.—On the basis of careful rechecking of Sharp's work the writer does not think so.—R. R. Willoughby (Clark).

2293. Verrier, M. L. Sur la structure des yeux et la physiologie de la vision chez les Sélaciens. (On the eye structure and physiology of vision in selacians.) *C. r. Acad. sci.*, 1929, 188, 1695-1697.—

From the anatomical arrangement of the eye, the author concludes that the accommodative power is very weak. The relation of the number of visual cells to the number of ganglion cells permits only a very limited activity. The wealth of rods is an index of a certain sensitivity to light, while the complete absence of cones excludes all power of color discrimination. The sense of vision, therefore, plays a rôle in the behavior of selacians much inferior to that usually played in the behavior of the majority of other aquatic vertebrates.—Math. H. Piéron (Sorbonne).

EVOLUTION AND HEREDITY

2294. Curtius, —. Über die Erbllichkeit der Eigenreflexe. (On the inheritance of specific reflexes.) *Klin. Woch.*, 1929, 8, 2164.—R. R. Willoughby (Clark).

2295. Gordon, A. Familial muscular dystrophy in three members of the same family with loss of tendon reflexes in all. *Arch. Neur. & Psychiat.*, 1929, 21, 983-984.—R. R. Willoughby (Clark).

2296. Meyer, H. Studien an jugendlichen Zwillingen. (Studies of youthful twins.) *Zsch. f. d. ges. Neur. u. Psychiat.*, 1929, 120, 501-574.—R. R. Willoughby (Clark).

2297. Pötel, O. Über die Vererbung von Geisteskrankheiten vom Standpunkte eugenischer Bestrebungen. (On the inheritance of psychoses from the standpoint of eugenic endeavor.) *Wien. klin. Woch.*, 1929, 42, 882-883.—R. R. Willoughby (Clark).

2298. Rüdin, —. Über psychiatrische Erbprognosebestimmung. (On prognosis with respect to heredity in psychiatry.) *Dtsch. med. Woch.*, 1929, 55, 1031-1033.—R. R. Willoughby (Clark).

2299. Weise, G. Über die erbliche Belastung in Fällen von sogenannter traumatischer Epilepsie im Vergleich mit solchen von sogenannter genuiner Epilepsie. (On the heredity in cases of so-called traumatic epilepsy in comparison with that of so-called genuine epilepsy.) *Arch. f. Psychiat.*, 1928, 85, 248-270.—R. R. Willoughby (Clark).

[See also abstracts 2275, 2358, 2360, 2364, 2366, 2379, 2394, 2418, 2505.]

SPECIAL MENTAL CONDITIONS

2300. Albrecht, O. Über eine Sadistin mit dem Versuche einer erbbiologischen Persönlichkeitsanalyse. (On a female sadist, with an attempt at a genetic analysis of personality.) *Zsch. f. d. ges. Neur. u. Psychiat.*, 1929, 122, 226-252.—R. R. Willoughby (Clark).

2301. Baruk, H., & De Jong, H. Etudes sur la catatonie expérimentale. L'épreuve de la bulbo-capnine chez divers animaux avec et sans néo-pallium. Etudes sur la catatonie expérimentale. L'épreuve de la bulbo-capnine chez les singes. Comparaison des stades de l'intoxication bulbo-capnique avec les aspects de la catatonie humaine. (Studies on experimental catatonia: the effect of bulbo-capnin on various animals with and without the

neopallium. Studies on experimental catatonia: the effect of bulboecapnin on monkeys. A comparison of the stages in bulboecapnin intoxication with the aspects of human catatonia.) *Rev. neur.*, 1929, 36 (II), 532-541; 541-547.—The results from these experiments showed that bulboecapnin brings about in fishes a syndrome which is characterized sometimes by symptoms indicating deficiency of excitation and sometimes by symptoms of excitation. The former are paralytic and non-cataleptic, and the latter consist sometimes of rapid and mechanical movements and sometimes of convulsive agitation. In the batrachians and reptiles, bulboecapnin in small doses gives no effect, and in large doses it is deadly; however, in no case does it bring about catalepsy. In animals with a neopallium, bulboecapnin causes catalepsy, negativism, and the entire group of symptoms equivalent to the catatonic syndrome in man. In monkeys, intoxication by bulboecapnin in progressive doses brings about the following successive phases: sleep, attitude of flexion, catalepsies, and then agitation, epilepsy, and rigidity. The whole group is equivalent to human catalepsy.—*Math. H. Piéron* (Sorbonne).

2302. Boven, W. *Rapport sur la caractérolologie—du point de vue biologique.* (Report on characterology—from the biological point of view.) *Schweiz. Arch. f. Neur. u. Psychiat.*, 1929, 24, 25-52.—*R. R. Willoughby* (Clark).

2303. Collins, J. *Insomnia; how to combat it.* New York: Appleton, 1930. Pp. vi + 130. \$1.50.—Insomnia can always be traced to either a physical or a mental cause. The most common underlying physical conditions are disturbances of digestion producing flatulence, and circulatory disorders, especially arteriosclerosis. In these cases sleep is broken and unrefreshing. A hot drink on retiring or local application of heat is often helpful. Mental states of excitement, anxiety or worry may postpone the onset of sleep, and fear of insomnia then perpetuates the wakeful state. Cure depends upon the will of the individual to control his thoughts, banish the fear, and cultivate the habit of sleep. Aid may be derived from tonic baths of various sorts, massage, bed-time suppers, reading or various devices of self-suggestion which the author describes. Sleeping in the open air is especially beneficial. Except in rare emergencies, drugs should be avoided.—*M. A. M. Lee* (Chicago).

2304. Coriat, I. *Instinctual mechanisms in the neuroses.* *Int. J. Psychoanal.*, 1930, 11, 61-74.—An interpretation of the phenomena of instinctual life in general and neurosis in particular in terms of balance and loss of balance between the life and death instincts postulated by Freud.—*R. R. Willoughby* (Clark).

2305. David-Schwarz, H. *Der Typus der "weisen Frau" im Werk Eduard von Keyserlings.* (The type of "the pure woman" in E. von Keyserling's work.) *Psychol. Rundschau*, 1930, 1, 367-370.—A somewhat detailed psychological analysis of one of Keyserling's characters.—*H. S. Clapp* (Children's Court, New York).

2306. David-Schwarz, H. *Aus der psychologischen Beratungspraxis.* (Psychological consultations.) *Psychol. Rundschau*, 1930, 1, 371-373.—A case study of a 24-year-old girl who is a case of unconscious self-delusion.—*H. S. Clapp* (Children's Court New York).

2307. De Busscher, J. *L'influence de la doctrine psychanalytique en littérature.* (The influence of psychoanalytic doctrine in literature.) *J. de neur. et de psychiat.*, 1929, 29, 619-629.—A chapter of André Maurois' book *Les Discours du docteur O'Grady* is reproduced with comments to show that the author embodied all the essential principles and mechanisms of psychoanalytic theory in the narrative without using technical language. It is pointed out that psychoanalysis is only little studied among French investigators and that the critics usually base their judgment on lack of accurate knowledge.—*H. C. Sys* (New York City).

2308. Deutsch, H. *The significance of masochism in the mental life of women.* *Int. J. Psychoanal.*, 1930, 11, 48-60.—The Oedipus conflict in women is derived from the castration complex; the primitive narcissism which struggles against castration is supplanted by the desire for castration (i.e., assault) by the father and the compensating child. Masochism is subject to all degrees and types of sublimation; one of the most important is the deflection of energy to the reproductive function, which frequently leads to sexual frigidity of a harmless and maternal type.—*R. R. Willoughby* (Clark).

2309. Dittel, L. *[Psychotherapy in gynecology.]* *Wien. klin. Woch.*, 1929 (Nov. 14).—*R. R. Willoughby* (Clark).

2310. Dupouy, R. *Du masochisme.* (Concerning masochism.) *Ann. méd.-psychol.*, 1929, 5, 394-405.—Contrary to some beliefs, the author maintains that masochism is present only in the male sex. Masochism is a sexual perversion characterized essentially by obsessions or fixed ideas of being physically and morally dominated by the loved one. This submission goes to the length of sadness and humiliation to attain a feeling of sexual satisfaction. It is the exception rather than the rule that the male denies his sex. On the contrary he vigorously asserts it. He commands that he be commanded. In a case of resistance to deference to his desire he is capable of striking the woman in order that she consent to strike him back. A case of masochistic fetishism is described in which the subject symbolizes his servitude to the female by disguising himself as a horse. The greater part of the article is given over to this detailed account.—*H. S. Clapp* (Children's Court, New York).

2311. Eder, M. D. *Dreams—as resistance.* *Int. J. Psychoanal.*, 1930, 11, 40-47.—Too copious numbers of dreams, over-elaboration in narrating a dream, poverty of association, inertia in comprehending interpretations, are all ways of avoiding the necessary spontaneity by too rigid adherence to the letter of the rule. On occasion it may be advisable to suspend dream interpretation or narration, but

ordinarily resistances may be overcome by disclosing their sources.—*R. R. Willoughby* (Clark).

2312. Eder, M. D. Symbol—metaphor. *Int. J. Psychoanal.*, 1930, 11, 92-94.—A patient working through pregenital and homosexual material suddenly had the idea "bottle-washer," which was found to refer to the analyst; i.e., the latter was a menial whose function it was to clean out refuse—incidentally, to insert brushes into flasks. The symbolism and mechanism are identical with the chimney-sweeping fantasies of Breuer's patient forty-six years before.—*R. R. Willoughby* (Clark).

2313. Fenichel, O. Two short supplementary notes. *Int. J. Psychoanal.*, 1929, 10, 447-450.—The inner injunction to make a mental note is a screen memory device whereby something important may be forgotten and related symbolically to something unimportant, which must be remembered. Screen memories facilitate forgetting by noting in an especially intense fashion material associated with that which is to be repressed. Children have a hunger for screen experiences when struggling to effect repression. In connection with the dread of being eaten, the author quotes clinical material and folk-lore to show that there is an infantile sexual theory that for a girl to be born, a boy must go back into the mother's womb and be robbed of his penis, and then be born as the girl. Thus we have the fantasy of intra-uterine castration.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2314. Freud, A. Report of the Eleventh International Psycho-Analytical Congress. *Int. J. Psychoanal.*, 1929, 10, 489-526.—The secretary's report of the business and scientific sessions of the Congress, with a section devoted to the International Training Class, and brief abstracts of scientific papers.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2315. Glover, E. Grades of ego-differentiation. *Int. J. Psychoanal.*, 1930, 11, 1-11.—The postulation of the id brought many advantages, but with them certain difficulties in the formulation of the ego and super-ego. Klein's findings in the analysis of young children appear to indicate that the ego arises from the action of the super-ego on the id, from which it is only slightly differentiated. It is undesirable to reduce these psychic departments to rigid structures; unconscious motives producing bias in this direction are suggested.—*R. R. Willoughby* (Clark).

2316. Hárnik, J. Resistance to the interpretation of dreams in analysis. *Int. J. Psychoanal.*, 1930, 11, 75-78.—The resistance, like others, may be repetitive, and so affect the transference, or it may protect against the emergence of repressed material with painful affect.—*R. R. Willoughby* (Clark).

2317. Hunt, H. L. The climacterium in males. *Med. Times*, 1927, 55 (April).—*R. R. Willoughby* (Clark).

2318. Hutchinson, G. E. Two biological aspects of psychoanalytic theory. *Int. J. Psychoanal.*, 1930, 11, 83-86.—Freud's three phases of masturbatory activity correspond temporally with recently discov-

ered maximum periods in growth rate. Penile accessories in lower forms suggest (since the male can hardly be conscious of their effects) that masochism is prior to sadism, as Freud has postulated.—*R. R. Willoughby* (Clark).

2319. Klein, M. Infantile anxiety-situations reflected in a work of art and in the creative impulse. *Int. J. Psychoanal.*, 1929, 10, 436-443.—Quoting from an opera *The Magic Word* and an article *The Empty Space*, the author interprets the productions in terms of the infantile anxiety situation, respectively of the boy and girl. Sadism is at its zenith before the earlier anal stage, i.e., when the Oedipus tendencies first appear. The Oedipus conflict begins under the complete dominance of sadism. The super-ego formation follows quickly, and so derives a powerful sway over the ego by means of introjection of sadism. The early anxiety situation, both for boys and girls, which is of fundamental importance for neuroses and for character, is the attack upon the mother's body and father's penis in it. The castration complex of the boy is a modification of this anxiety, and the girl's is an equivalent sadism against the mother—to rob her of the father's penis, of children and of feces. The girl later feels that the mother will retaliate and leave her forsaken, but may compensate with the fantasy of the good mother who stills the fear of the introjected sadistic mother.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2320. Klein, M. The importance of symbol-formation in the development of the ego. *Int. J. Psychoanal.*, 1930, 11, 24-39.—Sadism dominates the earlier phases of the Oedipus conflict; violent defence is inaugurated against both the sadism and the object attacked. Inability to tolerate the resulting anxiety results in checking the exploration and mastery of the outside world, considered as a symbol for the maternal body, and the resulting withdrawal from reality is the basis of schizophrenia. In an accompanying case history the author relates her technique in restoring a schizophrenic boy of four to contact with reality by revealing his unconscious fantasies to him and so discharging and mastering anxiety bit by bit.—*R. R. Willoughby* (Clark).

2321. La Forge, R. "Active" psycho-analytical technique and the will to recovery. *Int. J. Psychoanal.*, 1929, 10, 411-422.—A case is reported in which a year's technically successful passive analysis did not bring relief of impotence. The case was then treated actively as a phobia, the physician arranging the patient's life so as to allow him to bring to the analysis the material necessary for an analysis of the will to recover. The patient was instructed to experience certain sexual situations and make certain attempts, following which the analysis came to a successful conclusion. The will to recover is a function of the super-ego. The super-ego may be corrupt, as in the case of a child used by the mother to fight the father. When the parent dies, the patient reacts to his super-ego as he did to the parent. The will to recover, or not to recover, like other components of the super-ego, must be analyzed, and this

analysis frequently requires activity.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2322. *Laird, D. A., & Muller, C. G.* Sleep; why we need it and how to get it. New York: John Day, 1930. Pp. x + 214. \$2.50.—This book presents in breezy newspaper style a summary of the three years of research on the subject of sleep which has been carried on at Colgate University Sleep Laboratory. Part I reviews certain of the theories of sleep, discusses the benefits of sleep and points out the cost of loss of sleep. Part II deals with the physical and mental factors which cause fatigue and aid in bringing about either drowsiness or insomnia. Part III gives the results of investigations of the incidence of dreams and dreaming together with a study of muscular tensions during sleep. Part IV is entitled "To get the most out of sleep." This section offers a discursive treatment of the subject with only partial experimental verification. A 17-page appendix gives a description of typical experiments. A bibliography of 80 titles is appended.—*C. Landis* (Wesleyan).

2323. *Levin, M.* Psycho-analytic interpretation of two statements from the Talmud. *Int. J. Psychoanal.*, 1930, 11, 94-95.—The Israelites were said by two ancient rabbis to have been delivered from Egypt because of their chastity; that is, cultural progress is conditioned on the damming up of libido (leading to sublimation) through sexual tabus.—*R. R. Willoughby* (Clark).

2324. *Liberson, G.* [Vegetative reflexes in hypnotic conditions.] *Zhurnal nevrologii i psikiatrii im. Korsakova S. S.*, 1929, No. 2.—Author reports observations indicating that changes in the vegetative nervous system are to be explained by penetration of inhibitory processes into the mid- and inter-brains.—*V. E. Makarov* (Leningrad).

2325. *Luchsinger, F.* Okkultismus und Wissenschaft. (Occultism and science.) *Psychol. Rundschau*, 1930, 1, 349-352.—This is the first of a series of articles on occultism and science. The purpose of this article is to acquaint the reader with the elementary suppositions in this field. The lack of participation of pure science in the realm of the occult cannot continue without developing a dangerous crisis for both. The unknown and the problematical lie hidden in the occult. Graphology, which formerly belonged to occultism, is being subjected to study by such eminent scientists as Klages and Saudek. The Swedish worker Isberner-Haldane is devoting study to chiromancy. At the present time it is astrology that fares the worst. Psychology plays an important part in occultism, since it is psychology that most of the occult problems concern either directly or indirectly.—*H. S. Clapp* (Children's Court, New York).

2326. *Oberndorf, C. P.* Technical procedure in the analytic treatment of children. *Int. J. Psychoanal.*, 1930, 11, 79-82.—In working with a peculiarly inaccessible and suspicious group of older children it was found that when the worker assumed a recumbent position projection was facilitated and the barriers could usually be penetrated.—*R. R. Willoughby* (Clark).

2327. *Bugh, O. E.* Some functions of joy and sorrow in character development. *Rel. Educ.*, 1930, 25, 220-222.—Psychologists tend to shun the emotions as something abnormal. But joy and sorrow, being the emotional accompaniments of social relations, have two functions: first as a means of integrating experience, since what is enjoyed is persisted in and what causes sorrow is avoided, and second as a means for the development of a system of values. It is in this latter aspect that they have a special bearing upon religion.—*J. P. Hylan* (Stoneham, Mass.).

2328. *Salinger, F.* Falsche Selbstbeziehung im Kokainrausch. (False self-accusation in cocaine intoxication.) *Arch. f. Krimin.*, 1930, 86, 15-22.—The solution of crimes is frequently impeded by individuals appearing before the police and falsely accusing themselves. The motivation of this self-accusation is manifold. Among other things, the reading of certain literature devoted to crimes may have effective value in leading the individual to put into action the wish to assume the rôle of "hero." But this article interests itself in the relation of cocaine states to criminal self-accusation. A number of years ago there occurred the case of the 23-year-old Kaufmann R., who appeared before the authorities and confessed to a murder. This confession is presented in considerable detail. During the course of the examinations the young man came to the point where he related that the fantasies built up around the murder occurred only after the taking of cocaine. He had read a police account of the murder and during the cocaine states the murder was pictured as having been committed by himself. The father of Kaufmann R. gave an outline of his son's history. This history clearly shows an abnormal personality, in which suicidal attempts and thieving were prominent. Syphilitic infection was present. Occasionally R. drank to excess. No pathological transformations of the sexual impulse were discovered in this subject. Haptic hallucinations were experienced by R. during the cocaine states. However, he seemed to be more or less vaguely aware throughout that the fantasies of the crime were not real. He finally convinced himself that his crime was wholly imaginary.—*P. C. Squires* (Clinton, N. Y.).

2329. *Searl, N.* Danger situations of the immature ego. *Int. J. Psychoanal.*, 1929, 10, 423-435.—The danger situations are (1) actual, (2) internal, (3) those which contain elements felt to be more dangerous than they are, punishment situations with cruel super-ego fancies. The id knows no dangers, except frustration—the ego must satisfy the id, yet avoid death. A child has a weak ego, but strong libido; in danger situations it calls for help. Mothers satisfy the id, or aid the ego in restraining it. Human babies differ from others (1) in the longer period of helplessness, (2) in the mother's capacity for leading a double life—the basis of the Oedipus situation. The correct relation of the ego to the id must be effected by strengthening the ego, not by weakening the id, so the help must be "ego help." Mothers may be classified in series from ego mothers,

through admixtures of ego and id and those who leave the child alone in serious situations to face frustration, to the frankly libidinal parents who stimulate and do not satisfy, as in the primal scene. Every failure of the parent to assist the ego means a strengthening of the super-ego, so the super-ego is heir to the Oedipus situation. Sadism is greater than love in strong super-egos. Naughty children, like criminals, have a strong super-ego. Naughtiness is an effort not to be dominated by a super-ego. The ego allies with the id to this end. The fight is then carried on against the external strictness, which is a projected super-ego. In a more frantic situation the id and super-ego combine against the ego, which then has to force the external world to give satisfaction with extensive loss of the sense of reality. Without analysis in deprivation, i.e., of Oedipus wishes, the ego can sometimes control them by the presence of a super-ego implying the power to redispense psychic energy; or the ego may grow powerful by being able to satisfy the id through sublimation. With analysis, the child's ego is aided to maturity concerning its internal difficulties in that the analyst is a surrogate ego parent and interprets all situations which would lead to anxiety, so renders appeal to the super-ego unnecessary. The child learns to prefer reality to the super-go; guilt becomes unreal and disappears.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2330. Sharpe, E. Certain aspects of sublimation and delusion. *Int. J. Psychoanal.*, 1930, 11, 12-23.—In art as in primitive ritual, from which it is derived, the artist has control over the thing portrayed, which is portrayed because feared and incorporated; portrayal externalizes it again.—*R. R. Willoughby* (Clark).

2331. Suter, J. Über die psychotechnische Methode der Charakterbestimmung. (Psychotechnical methods of character analysis.) *Psychol. Rundschau*, 1930, 1, 361-366.—Character traits show themselves in work with various pieces of apparatus used in determining sense perception and elementary reactions; they are also seen in tests of memory and intelligence. Bluffing, initiative, ability to concentrate are some of the traits discerned by the above methods. A third means of determining character traits in psychotechnical investigations is the observation of peripheral involuntary movements. Traditionally the chief way of determining character is to find out the individual's ethical standards. Various psychological methods for determining character have been worked out. Of these Fernald's is the oldest known method. Association tests in the field of psychoanalysis give further information concerning the character of the individual. Handwriting as a method of character analysis is critically evaluated.—*H. S. Clapp* (Children's Court, New York).

2332. Symons, N. J. Two dreams. *Int. J. Psychoanal.*, 1929, 10, 443-447.—Two dreams, one of a man and the other of a woman, are discussed in their relation to the symbolism having to do with anal erotism and its relation to infantile castration fears.—*L. B. Hill* (Sheppard & Enoch Pratt Hospital).

2333. Watson, G. Happiness among adult students of education. *J. Educ. Psychol.*, 1930, 21, 79-109.—By means of a self-rating form, 388 graduate students of education, who averaged 30 years of age, recorded their estimates of their own happiness. The results, which are presented in detail in the body of the paper, are summarized in the form of 38 concluding statements. Some factors generally contributory to happiness are: enjoyment of and success in work, good health in childhood, popularity, success in dealing with people, marriage, election to offices, love of nature, and serious hard-working living. Three of the major concomitants of unhappiness are: failure in love, expectancy of loneliness in old age, and fears, shyness and the like. Intelligence, wealth or education of parents, maternal careers, knowledge of academic subject-matter, participation in athletics, age of parents at time of child's birth, ability at dancing, etc., "wise" sex education, and creative work with one's hands are among the factors unrelated to happiness and unhappiness. On the whole the graduate students studied are satisfied with life. It is concluded that the general level of happiness can be reliably measured.—*J. A. McGeoch* (Arkansas).

2334. Wolf, H. F. The male approach. New York: Covici Friede, 1929. Pp. 200. \$3.00.—This work "is a first attempt to analyze and systematize masculine ways of wooing." The material is mainly anecdotal with numerous illustrations from literature and the stage. After tracing briefly the history of extra-marital relations, with which the author professes to deal in particular, a chapter is devoted to barriers affecting the male approach. Among these are age, character, economic and social status, education, religion, inhibitions, frigidity, and physical appearance. The expression of the ego and the chemical secretions of the ductless glands are discussed as the basic elements in creating love and passion. A chapter is devoted to each of the following types of approach: (1) force; (2) deception; (3) sentimentality; (4) confidence; (5) money; (6) radicalism and free love; (7) mock love; (8) approaching only women known to be accessible; (9) the Don Juan type. The book concludes with several chapters devoted to a discussion of the influence upon the problem of the emancipation of women. No bibliography.—*L. W. Gellermann* (Clark).

2335. Würth, C. E. Die psychologischen Grundlagen der Gewissensbildung. (The psychological basis of the formation of conscience.) Olten: Otto Walter, 1929. Pp. viii + 180. M. 6.00.—*W. S. Hunter* (Clark).
[See also abstracts 2244, 2257, 2353, 2357, 2377, 2391, 2464, 2487, 2500, 2501.]

NERVOUS AND MENTAL DISORDERS

2336. Abely, P., Trillot, —, & Truche, —. Troubles psychiques et réactions particulières du liquide C.E., consécutifs à une fracture du crâne méconnue. (Psychic troubles and reactions of the cerebrospinal fluid, following an unsuspected fracture

of the cranium.) *Ann. méd.-psychol.*, 1929, 5, 440-444.—A neurological study of a case diagnosed by a physician as an alcoholic psychosis. Definite mental troubles following a trauma appeared. These mental troubles were identified with a Korsakov psychosis, omitting the symptoms of polyneuritis. The cerebrospinal fluid indicated a hyperalbumin content as well as a very strong lymphocytosis and a positive Meinecke. This positive Meinecke was undoubtedly due to the presence of dissociated hemoglobin.—*H. S. Clapp* (Children's Court, New York).

2337. Benon, R. *La confusion mentale traumatique*. (Mental confusion due to trauma.) *Gaz. des hôp.*, 1929, No. 71, 1265-1267.—Mental confusion is a syndrome characterized by disorders of perception and recognition. Sensations in regard to places, time, persons, and things are profoundly altered without the subject's awareness. There is nearly always mental confusion of short duration after traumatism. However, there is some confusion which comes with greater or less delay. The author describes one of these delayed cases.—*Math. H. Piéron* (Sorbonne).

2338. Bernstein, —. [The development of the psychasthenic syndrome in relation to the basedowoid phenomena.] *Zhurnal nevropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 3-4.—Author describes six cases of psychasthenia associated with basedowoid phenomena. The etiology revealed two factors: an exogenous one, involving a psychic trauma which had evoked definite changes in the endocrine vegetative apparatus (Reichardt's physiological reaction); and an endogenous one in the form of a biological inferiority manifested by a facilitated linking of the cerebral cortex with the vegetative nerve centers. The protracted course of the malady and the unfavorable prognosis are conditioned by the fact that the parallel series of psychic and somatic factors mutually influence each other and thus affect the patient's condition adversely.—*V. E. Makarov* (Leningrad).

2339. Blanton, S., & Ross, M. H. *Sin or symptoms?* *Survey*, 1929, 63, 265-268.—Of the 624 questions printed by Cadman in the New York Herald-Tribune, 136 dealt with emotional problems, falling in the field of mental hygiene rather than in that of religion. Many of the questions indicate underlying personality defect or disturbance that cannot be fully understood without special training in psychiatry. A plea is made for the training of ministers in the principles of mental hygiene in order to gain an insight into the difficulties of individuals and to recognize when there is a need for referral to a psychiatrist.—*D. Grauer* (Chicago).

2340. Bondarev, N. I. [Concerning the question of professional danger in psychiatric work.] *Vestnik sovremennoi medicini*, 1929, No. 21.—The author concludes that the professional danger in psychiatric work lies in psychological and physiological traumatization, psychological infection, the psychopathological environment, and a neuropsychic latency. As a result of the practice of professional pathology,

there comes a development of neuroses and serious mental disorders as well as a social degradation of the personality and symptoms of heavy neuropsychic lassitude.—*V. E. Makarov* (Leningrad).

2341. Boulenger, M.-F. *Que faut-il faire des séquestrés à domicile?* (What should be done with patients sequestered at home?) *J. de neur. et de psychiat.*, 1929, 29, 555-558.—The opinion is still prevalent that mental patients who have been sequestered at home are not only incurable but ineducable and that a certain supervision is all that can be accorded to them. The author takes a more constructive attitude and suggests more active treatment. He agrees with the customary procedure (Belgium) to have home sequestration determined by the mayors of the communities; a certificate from a specialist should be required, however, in addition to the report of the attending physician. The legal supervision of sequestered patients should continue to be in the hands of the justice of the peace but should not be restricted to one annual visit. A psychiatric and medico-pedagogic supervision should be worked out through cooperation with public and private clinics and through the service of visiting nurses especially trained in this field.—*H. C. Sys* (New York City).

2342. Callewaert, H. *Hystéro-névrose traumatique. Correction du tremblement par inhibition de la contracture paratonique*. (Traumatic hysteroneurosis. Correction of tremor by inhibition of the paratonic contracture.) *J. de neur. et de psychiat.*, 1929, 29, 577-580.—A report of a traumatic neurosis in a 39-year-old man who, after fracture of the right clavicle, underwent an operation for suture of the bones and received at that time the false impression that a nerve had been severed. After removal of the plaster the right arm was kept in a position of adduction along the body, there were contractions of the forearm resembling the myoclonic manifestations of encephalitis and a tremor of the hand similar to the tremulant form of writer's cramp. Active and passive flexion of the hand in the wrist joint caused the tremor to discontinue. The author compares this condition with the "paratonia" described by Dupré, where the anomalous muscle tonus cannot be voluntarily relaxed. Massage and exercises of muscular relaxation resulted in an almost complete disappearance of these contractions and of an anesthesia which had existed over part of the right shoulder. The patient was not a neuropathic personality and there was no claim for compensation. The phenomena of paratonia resemble somewhat the striate syndrome, though they are of hysteric nature.—*H. C. Sys* (New York City).

2343. Cordes, F. C., & Horner, W. D. *Infantile amaurotic family idiocy in two Japanese families*. *Amer. J. Ophth.*, 1929, 12, 558-561.—*R. R. Wiloughby* (Clark).

2344. Courbon, P. *Le signe de l'approbativité dans les psychoses*. (The desire for approval in the psychoses.) *Ann. méd.-psychol.*, 1929, 5, 385-392.—The term *l'approbativité* was coined by Dupré and designates the desire for approval, which is espe-

cially marked among general paretics. It is in general paresis and aphasia that this desire is most noticeable; here it attains the importance of a syndrome. Among the paretics this desire for approval makes them affirm that their beliefs are the same as those of their listeners. Among the aphasics it is a means of making up for an insufficiency of verbal expression that occurs in sensory aphasia. It is very often the ease with the paraphasias and with the amnesias. In these cases it is discrete and variable, while with the paretics it is expansive and perpetual. *H. S. Clapp* (Children's Court, N. Y.).

2345. Decroly, O., & Decroly, J. *La démence chez l'enfant.* (Dementia in children.) *J. de neur. et de psychiat.*, 1929, 29, 461-479.—It is necessary to distinguish true idiocy from other forms of intellectual deficiency such as appear after a completely or relatively normal state, namely: (1) progressive epileptic dementia, (2) dementia of infantile general paresis (congenital syphilis), (3) dementia following epidemic encephalitis, (4) dementia preeocissima (De Sanctis) belonging to the schizophrenic group, (5) dementia after meningitis, traumatism, tumors, acute and chronic infectious diseases. The differential diagnosis between these different forms is discussed and the case history of a boy of 11½ years is presented. This patient, whose intellectual and characterological examinations are given in considerable detail, presented a mental age of about four years, and together with this a condition of negativism, mutism, stereotypies, hallucinations, seclusiveness, incongruous laughter and weeping, and apathy. In the course of two years and a half there was much improvement in the patient's general condition and the mental age rose to five years ten months. The author emphasizes the difference of this condition from true dementia, but does not arrive at a definite diagnostic formulation.—*H. C. Sys* (New York City).

2346. De Jong, H., & Baruk, H. *La catatonie expérimentale par la bulbocapnine.* (Experimental catalepsy by means of bulbocapnin.) *Ann. méd.-psychol.*, 1929, 5, 428-434; 434-440.—Experimental research with animals shows that a catatonic state is produced by injections of bulbocapnin. The results of the experiments are summarized. Injection of bulbocapnin in small doses in mammals produced catalepsy, negativism, hyperkinesis, organic and vegetative troubles, in short, all the elements of a catatonic syndrome. With larger doses, epilepsy identical in all details with epilepsy in man was brought about. These results were obtained on mammals with a developed neopallium. In animals with an incompletely developed cortex, such as birds, only a partial and unstable catalepsy and negativism could be obtained. With animals lacking a neopallium, such as fish, reptiles, etc., the bulbocapnin produces no catalepsy or negativism, but only convulsions or the hyperkinesis. These results emphasize the importance of the cortical factor in the pathogenesis of a certain number of elements of a catatonic syndrome. Discussion: *Janet, M.* This syndrome is the result of suppression of superior psychic functions. The cata-

tonic state is not a manifestation which is fundamentally pathological. *Guiraud, M.* Guiraud does not accept Janet's opinions in regard to the catatonic syndrome. There exists a sub-cortical origin of a number of catatonic symptoms. *Baruk, H.* Janet and Guiraud synthesize the two opposing conceptions in the realm of catalepsy. The catatonic state, according to Janet, is allied with the suspension of psychic functions of control. According to Guiraud it is formed by two distinct elements—an organic motor element and a psychic element. Our research leads us to believe it is impossible to separate the motor from the psychic element in the catatonic syndrome.—*H. S. Clapp* (Children's Court, N. Y.).

2347. De Moor, L., & Hamelinck, M. *Démence d'allure paralytique avec syndrome humoral fortement déficitaire.* (Dementia of paralytic type with atypical humoral syndrome.) *J. de neur. et de psychiat.*, 1929, 29, 559-562.—The history is given of a male patient, 52 years of age, whose mental disorder and physical symptomatology were indicate of general paresis. The findings in the cerebrospinal fluid were less typical: Wasserman negative (blood Wasserman also negative), Pandy: plus, benjoin colloidal: precipitation up to the 9th tube, lymphocytes: 3. No definite theory is offered to explain this unusual incongruity. The author mentions, however, the possibility of a hereditary syphilis, in which condition a discordance between clinical and laboratory findings has been observed.—*H. C. Sys* (New York City).

2348. De Morsier, G., & Morel, F. *Critique de la notion de schizophrénie.* (Critique of the concept of schizophrenia.) *Ann. méd.-psychol.*, 1929, 5, 406-415.—The term schizophrenia can only be designated as a syndrome. The pathology of schizophrenia is double. The primary symptoms have an organic origin, they are physiogenic. The secondary symptoms are psychogenic in origin. They are the hallucinations, delusional ideas, etc. Troubles of the language, memory, sensory, motor and vegetative functions constitute the elementary mechanisms of the psychosis. The troubles which are included in the phrase "disturbances of association" constitute only a part of these mechanisms. Such terms as "affective indifference" serve only to designate in a picturesque manner certain secondary aspects.—*H. S. Clapp* (Children's Court, N. Y.).

2349. D'Hollander, —, & De Greeff, —. *Les crimes, actes d'affranchissement du moi, prodromes d'états schizophréniques.* (Crimes, release phenomena of the ego, as prodromes of schizophrenia states.) *J. de neur. et de psychiat.*, 1929, 29, 397-417.—Among ordinary criminals one finds a great number of schizoid personalities. In the pre-psychotic period there may be *actes d'affranchissement du moi*, that is, actions caused by an exaggerated affirmation of the ego and an insufficient contact with reality. The normal inhibitory forces decline, the individual is in a state of constant insurrection against the social milieu and may commit criminal acts. The antisocial tendencies often diminish when the actual mental dis-

order has been established. It is important to determine the degree of the schizoid character, as the more outspoken cases can hardly be influenced any more and maintain their criminal tendencies over a long period of time. In the prodromal state when there is still doubt as to the diagnosis it is better to assume full responsibility; the handling of the criminal may be changed in this respect later on when it becomes clear that he is mentally sick. The personality and mental condition of the prisoner should be studied carefully by the anthropological department, which is to form an integral part of each prison. Five case histories are included to illustrate the author's discussion.—*H. C. Sys* (New York City).

2350. Divry, P., & Moreau, M. A propos de la catatonie tardive. (On late catatonia.) *J. de neur. et de psychiat.*, 1929, 29, 418-426.—The author reviews critically the symptomatology of late catatonia as given by Sommer. The conditions so classified are often variations of anxiety reactions rather than typically catatonic states. The history of a female patient is discussed who showed at the age of 57 a disorder with characteristically schizophrenic catatonic features. The suggestion is made that the fundamental substrate of the involution psychoses is a depressive state which is refashioned according to the personal constitution of the patient and thus may develop into a paranoid or catatonic disorder. 25 references to the literature on the subject are given.—*H. C. Sys* (New York City).

2351. Epstein, A. L. [The pigmented areola of the nipple in normal persons, neuropaths, and the insane.] *Sovremennaya psikhonevrologia*, 1929, 9, No. 8-9.—The author undertook a study of the pigmented areola of the nipple, based on observations on 2,500 normal persons from the age of three years up, 600 neuropaths, and 800 insane. He found that the dimensions of the areola increased with age, that there was a considerable increase at the age of pubertal development (from 12 to 14 years for boys and at 12 years for girls), and that up to this age there was no appreciable difference between the dimensions for boys and for girls. In adults the average transverse diameter, according to the author's observations, was 2.5 cm. for men and 4 to 4.5 cm. for women. As for neuropaths and the insane, the author observed certain interesting peculiarities in the dimensions and coloration of the pigmented areola. In degenerate neuropaths as well as in the degenerate insane, areolas of large dimensions were found, rose or red colored, often encircled in men by a ring of hair. In hysterical women the areolas often reached dimensions of 6 to 7 cm. or more. In dementia praecox cases the areolas were of normal size or even smaller, were often colored a decided brown, and nearly always lacked the ring of hair. General paralysis cases usually had not very small areolas of a more or less clear coloration, having a ring of hair. The semeiotic value of the appearance of the pigmented areola of the nipple, according to the author, lies in the fact that its dimensions depend upon the activity of the sexual glands and its coloration upon

the activity of the suprarenal gland and probably of the thyroid.—*V. E. Makarov* (Leningrad).

2352. Friedemann, A. Handbau und Psychose. (Hand structure and psychosis.) *Arch. f. Psychiat.*, 1928, 82, 439-499.—*R. R. Willoughby* (Clark).

2353. Grant, J. M. Treatment of alcoholics. *Family*, 1929, 10, 138-143.—A study of ten case records revealed the following principles and techniques of treatment: the need to know the problems of both husband and wife, the importance of obtaining the client's emotional acceptance of certain ideas, the importance of emotional release during the interview and the satisfaction of ego and sex demands. Wider recognition should be given to the underlying causes of alcoholism.—*D. Grauer* (Chicago).

2354. Guiraud, M. P., & Le Cannu, Yv. Symptomes primitifs et secondaires de la psychose hallucinatoire chronique. (Primary and secondary symptoms of a chronic hallucinatory psychosis.) *Ann. méd.-psychol.*, 1929, 5, 422-428.—The case presented by the author appeared to be a chronic psychosis. The patient employed an incoherent language full of neologisms. This is generally accepted as an almost certain sign of a chronic state. The progress and treatment of the case are summarized.—*H. S. Clapp* (Children's Court, N. Y.).

2355. Hastings, G. L. When nurses consider mental health. *Survey*, 1929, 62, 604-606.—The value of giving nurses the psychiatric viewpoint in order that they may be able either to advise parents or refer them to child guidance clinics is brought out by several instances from the experiences of visiting nurses.—*D. Grauer* (Chicago).

2356. Kanner, L. The names of the falling sickness. An introduction to the study of the folklore and cultural history of epilepsy. *Human Biol.*, 1930, 2, 109-127.—The various names given to epilepsy are given, with, in many cases, their derivation. Epilepsy is considered as both the sacred disease and the dreaded disease; its patron saints are mentioned; and its supposed relation to the moon discussed.—*O. W. Richards* (Clark).

2357. Kovalev, A. I. [A case of amnesic symptoms after attempted suicide.] *Zhurnal nevrologii i psikiatrii im. Korsakova S. S.*, 1929, No. 2.—The main components of this clinical picture were: (1) retro-antegrade amnesia, (2) disturbed reproductive functioning, (3) restriction of the visual field, and (4) disorientation with the personality "core" completely intact. The case terminated in full recovery.—*V. E. Makarov* (Leningrad).

2358. Küenzi, F. Über das Wiederauftreten von Epilepsie unter den Nachkommen von Epileptikern. (On the reappearance of epilepsy among the descendants of epileptics.) *Monatsschr. f. Psychiat. u. Neur.*, 1929, 72, 245-263.—*R. R. Willoughby* (Clark).

2359. Lane, W. D. The world's work for mental hygiene. *Survey*, 1930, 63, 699-700.—Among the topics to be discussed at the first International Congress on Mental Hygiene are the familial care of the

insane at Gheel, the experiments in education in Russia, crime prevention in Germany, vocational guidance in Spain and Belgium.—*D. Grauer* (Chicago).

2360. Lang, T. *Sippschaftsuntersuchungen über Allgauer Kretinen und Schwachsinnige*. (Investigations among the kindred of the cretins and feeble-minded of Allgau.) *Zsch. f. des. Neur. u. Psychiat.*, 1929, 119, 109-152.—*R. R. Willoughby* (Clark).

2361. Lautier, J. *Psychose hallucinatoire par refoulement*. (Hallucinatory psychosis by repression.) *Ann. méd.-psychol.*, 1929, 5, 416-422.—This hallucinatory psychosis is one in which sexual repression is evident and not, as in the paranoias, accessible only to a complicated analysis. The sicknesses discussed are a form of hallucination of sex desires which do not wish to be recognized as such. These hallucinations show no evidence of ideas of persecution.—*H. S. Clapp* (Children's Court, N. Y.).

2362. Levy, S. D. *The retarded tenth*. *North Amer. Rev.*, 1929, 227, 229-235.—*R. R. Willoughby* (Clark).

2363. Ley, A., & Ley, J. *Le facteur psychique dans un cas de rigidité postencéphalitique avec plicature spasmodique de la tête*. (The psychic factor in a case of postencephalitic rigidity with spasmodic bowing of the head.) *J. de neur. et de psychiat.*, 1929, 29, 581-583.—A man of 23 who had been suffering for two years from a postencephalitic condition with general muscular rigidity, bradykinesia and retropulsion, showed a spasmodic movement of the head with relatively abrupt flexion toward the chest, followed after a variable period of time by a slow return to the normal position. Through administration of scopolamin this symptom complex was eliminated almost entirely. The case was of special interest because of the rare localization of the spasmodic extrapyramidal phenomenon and on account of the fact that psychic factors markedly influenced the spasmodic movements. Distraction of attention by an agreeable visit or by a motion picture performance often made the flexion of the head disappear completely. The patient's make-up showed no neurotic features and psychotherapeutic treatment in a clinic was without success. The author suggests that disorders which are considered to be of purely psychogenic or hysterical origin may finally all be of organic nature.—*H. C. Sys* (New York City).

2364. Ley, J. *Un cas d'audi-mutité idiopathique (aphasie congénitale) chez des jumeaux monozygotiques*. (A case of idiopathic audi-mutism, congenital aphasia, in monozygotic twins.) *Encéph.*, 1929, 24, 121-165.—The article is a very complete study of certain twins who displayed very pronounced characteristics of inverse symmetry and a somatic and psychological analogy which approached absolute identity on nearly all points. Their disorder concerned essentially the motor spheres. This motor trouble consisted in a considerable retardation in the development of praxic functions. A study of the mental ability of these two 8-year-old children showed that there existed a strong parallelism in

their intelligence development which had followed an irregular pathway, ending in a normal condition which was even superior for certain concepts though inferior for others. Their intelligence was full of gaps which especially concerned abstract ideas. Herderschée's tests for deaf-mutes were used for the mental examination. The two children performed the tests satisfactorily up to the age of eight (their age) with the exception of those in which design or the idea of number entered. Their intelligence quotients were about 81 and 63. A bibliography of approximately 70 titles is given.—*Math. H. Piéron* (Sorbonne).

2365. Lhermitte, J., De Massary, J., & Huguenin, R. *Syndrome occipital avec alexie pure d'origine traumatique*. (An occipital syndrome with simple alexia of a traumatic origin.) *Rev. neur.*, 1929, 36 (II), 703-707.—The authors describe a case of partial alexia accompanied by amusia without a trace of verbal deafness, agraphia, or anarthria. Three lesions caused this condition, all being grouped in a restricted zone corresponding to the posterior region of the cranium. The mental disorders—apathy, diminution of memory, slowness of thinking, and sluggishness of attention—were the symptoms usually found in all such cases.—*Math. H. Piéron* (Sorbonne).

2366. Lokay, A. *Über die hereditären Beziehungen der Imbezillität*. (On the hereditary correlations of imbecility.) *Zsch. f. d. ges. Neur. u. Psychiat.*, 1929, 122, 90-143.—*R. R. Willoughby* (Clark).

2367. Loosli-Usteri, M. *Aus der Praxis der heilpädagogischen Psychologie. Zwanghaftes Händewaschen einer 13 jährigen und andere Hemmnisse*. (A case of educational psychotherapy. Compulsive hand-washing and other disturbances in a thirteen-year-old child.) *Psychol. Rundschau*, 1929, 1, 250-252.—A thirteen-year-old girl of above average intelligence spent all day with her school tasks before her without accomplishing anything. She dreamed continually, especially about her relation to her environment. She developed a hand-washing compulsive neurosis, an inferiority complex, and an anxiety neurosis expressed in a fear of the railroad on which she traveled to school. After a private tutor failed, the mother suggested sending the child away from home.—*M. B. Mitchell* (Yale).

2368. Lord, E. E. *A study of the mental development of children with lesion in the central nervous system*. *Genet. Psychol. Monog.*, 1930, 7, 371-486.—No adequate psychological technique has hitherto been devised for determining the mental development of children with lesion of the central nervous system causing absence of gross motor and hand control and lack of speech. On the theory that such lesions due to birth injury or congenital factors may affect only limited areas of the cortex or subcortical structures and leave the frontal and other silent areas to develop according to innate determinants, a perceptual maturation may supposedly occur which is independent of motor or vocal responses. As the scale commonly used for preschool children depends

largely on such responses, a tentative series of tests was constructed by the author indicating progressive change in thinking from a perceptual to a conceptual or abstract level, and depending only on such simple responses of assent or dissent, approach or dislike to visual or audible stimuli as may be expressed by abortive incoordinated motions, facial expression or eye fixation. Using this series, to which age levels were assigned, as well as similar series of tests for posture, locomotion, manipulation and vocalization, a study was made of 35 children, aged 2 to 108 months, with bilateral dyskinesia of cerebral origin, and of 16 children with brachial palsy—an injury to the peripheral nervous system at birth. The later group tested somewhat above norms for their respective ages, as might be expected from the occupational status of the parents. 16 of the 35 cases with central lesions tested approximately at age, although much retarded in tests for motor control and speech development. Of the remaining 19 showing mental retardation, 10 had subcortical lesions. One case rated as an idiot, though there was no evidence of injury to the motor system. 5 to 7 cases of spinal cord injury were mentally defective. The validity of the scale used is attested by the consistency of the developmental quotients in repeated examinations. In no case did the quotient increase, but there were four cases of arrest, occurring at 8 months, 9 months, one year, and five years, following normal development.—*M. A. M. Lee* (Chicago).

2369. Makarov, V. E. [Certain allergic conditions in neurasthenics during their stay at the Séstretak cure.] *Trav. du lieu de bains*, 1929, Edit. 1.—The author suggests the idea of allergy for bathing-places, distinguishing it from the idea of the acclimatization of these places. An allergy for bathing places as a transitory reactive condition has been observed by the author in patients having an erethitic form of neurasthenia. The author thinks that the etiology of these allergic reactive states is based on certain alimentary sensitizing conditions, usually medical and clinical.—*V. E. Makarov* (Leningrad).

2370. Mills, A. B. The extent of illness and of physical and mental defects prevailing in the United States. A compilation of existing material. Washington, D. C.: Committee on the Cost of Medical Care, 1929. Pp. 19.—*R. R. Willoughby* (Clark).

2371. Osipov, I. K. *physiologii i pathophysiologii emocionalnykh i affectivnykh sostoyani.* (Physiology and pathology of emotional and affective conditions.) *Obozrenie psikiatrii, neurologii i refleksologii im. Bekhtereva V.M.*, 1929, No. 1.—The emotional and affective processes stand in intimate relation to the vegetative nervous system and the endocrine secretions. Bogen has recently discovered in the laboratory of the author (clinic for mental diseases of the Army Medical Academy at Leningrad) that adrenalin is present in the blood of those suffering from affective disorders, particularly the cyclophrenics. Emphasis is laid upon the fact that all the patients exhibited the sympathicotonic syndrome—pupillary dilatation, tachycardia, constipation—such as is ob-

tainable with normals by adrenalin injection.—*V. E. Makarov* (Leningrad).

2372. Parhon, C. J., & Déséviçi, M. [A case of melancholia associated with vitiligo.] *Bull. mém. Soc. méd. hôp.*, 1927, 43 (Jan.).—*R. R. Willoughby* (Clark).

2373. Prissmann, J. M. [Psychic disorders in hereditary diseases.] *Zhurnal neuropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 3-4.—Using Rossolimo's experimental methods the author tested 4 cases of hereditary ataxia, 28 with progressive muscular dystrophy and 3 with spastic diplegia. Feeble-mindedness was present in most of the subjects. In ataxic and dystrophic subjects this feeble-mindedness is innate (debility) but in diplegia it is acquired (dementia).—*V. E. Makarov* (Leningrad).

2374. Robinson, M. R. Oöphorogenic and psychogenic uterine bleeding. *N. Y. State J. Med.*, 1928, 28 (Sept.).—*R. R. Willoughby* (Clark).

2375. Rusetski, I. I. [Paradoxical hypermotility in parkinsonism.] *Obozrenie psikiatrii, neurologii i refleksologii im. Bekhtereva*, 1929, 4, No. 4-5, 195.—The protean manifestations following encephalitis are discussed by the author. In 1921, Souques noted that some of the parkinsonian cases following encephalitis would occasionally exhibit a marked overactivity for short periods of time. This phenomenon is taken up by the author, with illustrative case histories. A tailor, age 48, was admitted to the Neurological Clinic of the Army Medical School, with classical symptoms of parkinsonism. The patient was rigid, extremely slow, drowsy, apathetic with marked evidences of the involvement of the vegetative nervous system. Quite suddenly, after one of the other patients made some derogatory remarks about the patient, he jumped up in his bed, became very excited, swore, threatened to shoot the offender, but quieted down within a short time, and went back to bed. On the following morning, he was extremely dull and apathetic and seemed to have lost all interest in the affair of the previous night. In another case the patient, suffering from marked parkinsonism, was told that he would have to leave the hospital on account of shortage of beds. He became furious, swore, left his bed, ran down the corridor in his underwear, jumped out of the window, and threw himself on the street car rails with the intention of committing suicide. When he was reassured about his discharge, he came back to his bed and within a short time again became rigid and immobile. The third case is that of a young man with a marked parkinsonian syndrome, who before his illness with encephalitis was a fine athlete and a good ice skater. In the hospital he was extremely slow in all his motions, rigid, tremulous, and his speech was very indistinct. After he was discharged from the hospital, the author happened to see him on the skating rink. It took him a long time to put on his skates, and at first his motions on the ice were very slow and clumsy. Prompted by the desire to show what a fine skater he was before, he began to demonstrate his art to the author and gradually began to skate

rapidly, gracefully, doing difficult feats and pirouettes on the ice. However, in ten minutes he again became clumsy and rigid, and fell on the ice. Jarkowski (*Kinésie paradoxale des parkinsoniens*, 1925), explains this phenomena by the fact that the muscles of the patients showing a parkinsonism become hypertonic when they act as antagonists. This explains the cog-wheel movements in flexing an extremity. The affective motor reaction is decreased in encephalitis, but a very strong affective stimulus produces a normal reaction, which of course becomes paradoxical. However, this explanation is too simple, because there are a great many other factors involved, and because we are dealing both with the cortical and sub-cortical apparatuses, together with complicated biochemical phenomena. In encephalitis, the extra-pyramidal system is not involved, and under emotional stress it becomes active, together with some of the coordinating centers of the cortex. In other words, parts of the nervous system which are not affected by the disease in cases of emergency assume the directing influence over the muscular system.—J. Kasanin (Boston Psychopathic Hospital).

2376. Schaer, K. F. Aus der psychologischen Beratungspraxis (Erwachsene). Wie der Beruf zum Hemmnis werden kann. (A case from the psychological consultation service (adults). How a profession can become a hindrance.) *Psychol. Rundschau*, 1929, 1, 244-245.—A thirty-five-year-old architect, who had been devoting all his time and energy to his profession, found that he lost all power of mental concentration as soon as he saw his white drawing paper before him. He changed the color of his paper without avail. He next had his eyes examined, but they were normal. Finally, he was advised to take up some hand work as a hobby. The benefits of occupational therapy were explained to his wife and proved successful.—M. B. Mitchell (Yale).

2377. Sokolov, A. [The rôle of the father-complex in the psychotherapy of alcoholics.] *Zhurnal nevropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 1.—Patients who in childhood have normally outgrown the Oedipus complex tend to adopt after treatment the rôle of the father toward their former drinking companions. The majority of alcoholics who have been subjected to psychotherapeutic measures are unable to attain the level of father identification and remain in the stage of infantile brotherhood.—V. E. Makarov (Leningrad).

2378. Stychinski, I. L. [The clinical application of Rossolimo's psychological profile method.] *Zhurnal nevropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 3-4.—The following data were derived from an investigation of 107 patients (62 cases of epilepsy, 35 of hysteria, and 10 of encephalitis lethargica). In the case of epilepsy the average profile has a noticeable hypotonic character. The longer the ailment the lower are all the components of the profile; a similar result ensues when frequency of attack is considered. Tachistoscopic measures of epileptics show a retardation of perceptive intake, which

increases with the duration and frequency of the seizures. Diminution of attention is the major indication of hypotony in the profile of the epileptic. Hysteria shows a similar hypotony, but the profile belongs to the normal category. Encephalitis yields a profile of the character of hypotonic-dementia.—V. E. Makarov (Leningrad).

2379. Van Bogaert, L. Sur une variété non décrite d'affection familiale. L'épilepsie myoclonique avec choréo-athétose. (On a previously undescribed variety of familial disease. Myoclonic epilepsy with choreo-athetosis.) *Rev. neur.*, 1929, 36, 385-414.—R. R. Willoughby (Clark).

2380. Van Hirtum, L. La thérapeutique par les chocs en psychiatrie. (The shock therapy in psychiatry.) *J. de neur. et de psychiat.*, 1929, 29, 486-488.—Fixation abscesses from subcutaneous injections of therebentene provoked in a number of patients immobility, especially in agitated conditions. Intravenous injections of neosaprovitan, an emulsion of saprophytic microbes, had practically no results.—H. C. Sys (New York City).

2381. Volochov, N. [Schizophrenia in children.] *Zhurnal nevropatologii i psikiatrii im. Korsakova S. S.*, 1929, No. 1.—A description of six cases of schizophrenia in children aged 12-14; four of them were of the catatonic and two of the paranoid type. Children's schizophrenia has special peculiarities: cerebral trauma and fright dominate the etiology, catatonic instances occur more frequently, the attacks of the malady are periodic, and the clinical picture is stereotyped.—V. E. Makarov (Leningrad).

[See also abstracts 2245, 2260, 2273, 2276, 2277, 2298, 2299, 2301, 2386, 2389, 2400, 2407, 2408, 2409, 2466, 2467.]

SOCIAL FUNCTIONS OF THE INDIVIDUAL

2382. Benjamin, P. L. Executive jack-of-all-trades. *Survey*, 1930, 63, 576-578.—The qualifications of the new type of social work executive differ from those of the old social pioneers. The new type of executive of a social agency is a combination of technician, organizer, journalist, promotion expert, public speaker, business man, and social statesman.—D. Grauer (Chicago).

2383. Bläsch, H. Graphologische Bemerkungen über die Bindungsform. Die Winkelschrift. (Graphological observations on means of connection. Angular script.) *Psychol. Rundschau*, 1929, 1, 230-234.—In angular script two consecutive upstrokes or downstrokes are connected by an angle. Thus the essential marks of this type of writing are straight lines and angles. The forms of these connecting angles are observed to be a function of the writer's mental or emotional characteristics. For instance, if the connections are uniform and precisely made, the writer possesses firmness, energy, sureness, determination, stability, and calmness. If the connections are irregular and uneven, the writer possesses such opposite traits as irritability, instability, and indetermination.—M. B. Mitchell (Yale).

2384. Bigelow, M. A. Biological foundations of the family. *J. Soc. Hygiene*, 1930, 16, 129-133.—The instinctive reactions (in the biological sense) of the sex impulse, "the comrade instinct," and the tendency toward the care of offspring are the biological bases for family life. Since two sexes exist with their instinctive relation towards each other, there is little danger that men and women will cease to live in "some satisfying form of family life."—D. Grauer (Chicago).

2385. Binkley, R. C., & Binkley, F. W. Should we leave romance out of marriage? A debate. I. Marriage as an experiment. II. Science and the New Innocents. *Forum*, 1930, 83, 72-79.—R. R. Willoughby (Clark).

2386. Boisen, A. T. Theological education via the clinic. *Rel. Educ.*, 1930, 25, 235-239.—A new organization, the Council for the Clinical Training of Theological Students, has been incorporated in Massachusetts. The purpose is to place within the reach of men preparing for the ministry an opportunity to study functional mental disorders and their scientific treatment as a means of understanding the troubles often associated with religious experience. Students are given the hospital work of regular attendants, some part in providing diversion for the patients, and a seat at the councils and discussions regarding individual cases. While this training has diverted some students to professional psychiatry, it has in the majority of cases served as an additional training for religious work.—J. P. Hyman (Stoneham, Mass.).

2387. Braungard, M. Clinical field work in social service as presented in the psychological clinic at the University of Pennsylvania by E. B. Twitmyer, Ph.D. *Psychol. Clin.*, 1929, 18, 133-146.—Description of a course at the Psychological Clinic designated as Clinical Field Work in Social Service. The type of field work and the nature of the supervision given the students are described. Three reports on cases written by students are included as examples of the kind of work accomplished.—J. T. Metcalf (Vermont).

2388. Bunke, E. D. My hobby is hobbies. *Survey*, 1930, 63, 590-581.—Out of one hundred business and professional people to whom questionnaires regarding their hobbies were sent, ninety-seven responded. The replies revealed a great variety of activities which were later classified under sports, creative activities, and miscellaneous.—D. Grauer (Chicago).

2389. Cremona, G. Segregazione cellulare e pazzia. (Solitary confinement and insanity.) *Arch. di antrop.*, 1929, 49, 773-801.—An analysis of the statistical data of preventive and penal institutions for the period 1909-1923, and an investigation into the main factors in the occurrence of mental derangement; the purpose being to find the relation between the cases of mental disorder in prisoners and the detention method to which they were subjected. The segregation in cells, or solitary confinement, was

found to be the main cause.—R. E. Schwarz (New York University).

2390. Cullis, M. A. Farthingale: a suggested derivation. *Int. J. Psychoanal.*, 1930, 11, 87-92.—Probably from Old English *feortan* and Anglo-Saxon *galan*; allied ideas are gust or breath, young shoots of a tree, stuffing, burden, fig. The possible relationships of these are traced, together with those of the more superficial origins *verdugalle* and *vertu garde*. A dream of the author appeared to confirm the hypothesis.—R. R. Willoughby (Clark).

2391. Dangel, R. Pseudotelepathie und Kriminalistik. (Pseudotelepathy and criminology.) *Arch. f. Krimin.*, 1930, 86, 23-28.—Presents a critical account of the activities of a pretended "telepathist," Erik Jan Hanussen (pseudonym), whose supposed uncanny powers in the detection of crime were enthusiastically heralded in the Vienna newspapers in 1919. Dangel's interest is centered upon the claims of Hanussen in a case of theft. This theft had been perpetrated upon a bank. The "modern Sherlock Holmes" in question, through use of a divinatory wand, "detected" the guilty person. But the facts go to prove that the police, not Hanussen, discovered the thief; nor was he of any aid to them in their investigations. The "telepathic powers" of H. have no foundation in fact. Nevertheless, the same bank called upon his assistance in a second case of theft. In this second instance his art amounted to a quite evident and total failure, the thief being apprehended in a manner completely independent of him. Dangel condemns in no uncertain terms those people who would call in a man of the order of Hanussen to aid in the detection of crime. Such a line of procedure leads inevitably to the hindering of expert police and detective attack upon the situation and, in case of the crime remaining unsolved, may result in an uncritical derogation of the police system on the part of unthinking people.—P. C. Squires (Clinton, N. Y.).

2392. De Castro y Bachiller, R. La delinquencia infantil desde el punto de vista jurídico. (Juvenile delinquency from the legal point of view.) *Rev. bimestre cubana*, 1928, 23, 801.—Juvenile delinquency, according to the author, must be legally dealt with in a different manner from that of adult delinquency, with regard to both the severity and the nature of the penalty; and the principle of individualization, advocated by the positive school of criminology, should be applied. The causes of juvenile delinquency, mainly endogenous, include undeveloped personality, predominance of instinct and of the subconscious, suggestibility, imitativeness, feeble inhibition, impulsiveness, unstable attention, egoism. The author holds that the modern ethical-legal conception of juvenile delinquency includes many non-criminal but anti-social acts, such as tramping, cruelty to animals, association with bad characters, running away from home without reason, sleeping outdoors, obscene language, etc. In Cuba the various reforms realized are attempts to cure delinquency by educational means.—R. E. Schwarz (New York University).

2393. Densmore, F. Pawnee music. Smithsonian Institution, Bureau of American Ethnology, Bull. 93. Washington: Govt. Printing Office, 1929. Pp. xviii + 129. \$0.90.—The songs include ceremonial songs, society songs, war songs, game songs and personal songs; each is accompanied by the words where these could be gathered, and in most cases by either a literal or a free translation or both. The singers and customs connected with the songs are described, and the latter are fully analyzed as to melody, rhythm, and degree of similarity with the music of the Chippewa, Sioux, Ute, Mandan, Hidatsa, and Papago. Bibliography.—R. R. Willoughby (Clark).

2394. Erickson, M. H. Marriage and propagation among criminals. *J. Soc. Hygiene*, 1929, 15, 464-474.—Data were obtained on 3643 men over 21 years of age incarcerated in the Wisconsin State Prison, State Reformatory, and Milwaukee County House of Correction between 1924 and 1929. 29% were found to be feeble-minded. An intelligence quotient below 75 on the Stanford-Binet was considered indicative of feeble-mindedness. Marriage was as frequent among the feeble-minded group as among those not feeble-minded. Between 56 and 58% of the criminals are married as compared with 75% of the general population in the U. S. Divorce among the criminals is twice as frequent as broken homes caused by both divorce and death in the general population. The mentally deficient group had the greatest number of children. The average number of children for the feeble-minded group was 2.46, for the others 1.99, for the entire criminal group 2.18.—D. Grauer (Chicago).

2395. Exner, M. J. What is "social hygiene"? *J. Soc. Hygiene*, 1930, 16, 65-72.—The aims of social hygiene are to preserve the family and to harmonize the conflict between the sex life of the individual and the conventions of society in order that he may contribute both to his own happiness and welfare as well as to the progress of the race. These ideals may be realized by making sex education in schools and the home a phase of general character education and by controlling the influence of the less formal aspects of environment by wise use of leisure and the provision of wholesome recreational facilities in the community. The problem of prostitution and venereal disease is being attacked by legislation and education.—D. Grauer (Chicago).

2396. Herbertz, R. Vom Leugnen. (Lying.) *Psychol. Rundschau*, 1929, 1, 217-222.—Lying is considered from the viewpoint of the criminal psychologist. The act of self-punishment may be the equivalent of a confession and lying a peculiarly refined form of auto-sadism. The same unconscious power which causes the criminal act causes the self-punishment. Even after the criminal is condemned and no longer needs to lie to avoid punishment, he may continue to tell lies. He may do this for his own self-justification. If he admits he deserves punishment, he may lie to show that the punishment is too severe. There may be a hope for pardon, especially in life convicts, if they continually maintain

their innocence. Still other convicts admit the facts of the case, but deny the justice of their punishment on the grounds that there is a splitting of the personality. The cannibal in mankind forced itself out in them, so the act was not one committed by their real self. Those convicts who are not satisfied with their sentence, but administer self-tortures, are prone to excessive lying in regard to their guilt. Such do not desire freedom; this is too often attributed to a desire for free maintenance. The author believes that lying of a convict can serve as a criterion of his guilt or innocence.—M. B. Mitchell (Yale).

2397. Herbertz, —. Aus der kriminalpsychologischen Praxis. (From work in the realm of criminal psychology.) *Psychol. Rundschau*, 1930, 1, 373-376.—The author learned in his short talks with prisoners that those who have had little opportunity to talk with their fellow men are apt to betray themselves in their utterances.—H. S. Clapp (Children's Court, New York).

2398. Hindus, M. Humanity uprooted. (2d ed.) New York: Cape & Smith, 1930. Pp. xix + 369. \$3.50.—An attempt is here made to picture accurately the changes that have come in the social philosophy and social behavior in Russia since the communist revolution and to indicate the conditions which have given rise to these changes. In the first part of the book particular attention is given to changes in religious attitudes, changes in attitudes toward sex and the family, and to the characteristics of the new social ideals being developed. The second part is devoted to describing the psychology of different groups within Soviet Russia: peasants, proletarians, communists, youth, intelligentsia, Cossacks, Jews, and women. A short third part deals with the international problems and attitudes of the Russians. Only incidental mention is made of the new educational developments, and of the economic and political organization. The material was gathered during a year's visit in 1923 and almost annual visits since, in which the author roamed around the country seeking as direct and varied a contact with the people as possible. The foreword of John Dewey speaks highly of the qualifications of the writer and of the success he has attained in striving for an impartial and thorough presentation. The second edition differs from the first, of a year previous, mainly in the chapter on the peasants, where a discussion of the effects of the spread of collective farming has been added.—R. Leeper (Clark).

2399. Howells, T. H. A comparative study of those who accept as against those who reject religious authority. *Univ. Iowa Stud.: Stud. Char.*, 1928, 2, No. 2. Pp. 80.—From 542 students in elementary psychology, the 51 most extreme radicals and the 50 most extreme conservatives in religion were selected. The basis for division was the results on a self-rating test. The groups selected were given 31 different tests of sensory-motor, volitional and intellectual characteristics. The two groups were found not to be so very unlike in sensory-motor characteristics. The conservatives were more susceptible to

influence and guidance. They were less willing to endure pain, but were stimulated to greater effort and efficiency in motor response by threat of pain. They made poorer scores on the tests of intellectual ability.—*B. Wellman* (Iowa).

2400. Huebner, A. H. *Psychische Hygiene und psychiatrische Eheberatung*. (Mental hygiene and psychiatric advice on marriage.) *Zsch. f. psych. Hygiene*, 1929, 2, 1-8.—*R. R. Willoughby* (Clark).

2401. Ingrao, V. C. *Sull' importanza pratica dell' esame psicoantropologico degli imputati*. (On the practical importance of a psychological-anthropological examination of defendants.) *Arch. di antrop.*, 1929, 49, 838.—The author, realizing that the common-sense judgments of magistrates and the attitude of regarding the accused as guilty of the crime result often in irreparable erroneous decisions, advocates the psychological-anthropological examination of the defendant as well as of the plaintiff and witnesses.—*R. E. Schwarz* (New York University).

2402. Johnson, W. *Because I stutter*. New York: Appleton, 1930. Pp. xv + 217. \$1.50.—The autobiography of a stutterer, a graduate student in psychology at the University of Iowa. The effect of the speech defect on personality, attitudes and ambitions is brought out. At the Speech Clinic of the University, the disability is gradually yielding to treatment. Edward Lee Travis contributes an introduction in which he discusses the theoretical basis of stuttering and touches on the therapeutic principle used with Mr. Johnson.—*D. Shakow* (Worcester State Hospital).

2403. Krosnick, D. A. *Movietone goes to court*. *Survey*, 1929, 63, 290-291.—The use of the talking picture in the identification of criminals by witnesses, in obtaining a record of confessions, and in a more effective rogues' gallery is illustrated.—*D. Grauer* (Chicago).

2404. Lerner, U. *Die politischen Typen der Gegenwart*. (Political types of the present.) *Psychol. Rundschau*, 1930, 1, 352-354.—The conservative type are the followers of the old order—the so-called reactionaries. The intellectual progressive type, the so-called social reformers, are representatives of the conditions of the times. The third type is represented by the anarchistic reformers and is called the idea-progressive type.—*H. S. Clapp* (Children's Court, New York).

2405. Marbe, K. *Der Psycholog als Gerichtsgutachter in Straf- und Zivilprozess*. (The psychologist as legal expert in criminal and civil suits.) Stuttgart: F. Enke, 1926. Pp. viii + 110.—In this book the author proves the great influence of psychology in the various fields of criminal and civil procedure. He cites psychological experiments and various legal cases in which he took part as psychological expert. The first chapters deal with the reliability of children's testimony, and the tenth chapter with the possibilities of commercial and industrial falsifications.—*R. E. Schwarz* (New York University).

2406. Marbe, K. *Der Psycholog als gerichtlicher Sachverständiger*. (The psychologist as competent advisor in judicial proceedings.) *Arch. f. Krimin.*, 1930, 86, 1-14.—After an introductory sketch showing the growth of the relation between psychology and the practical interests of life, such as education, medicine, and industry, Marbe presents a brief account of his own work in the field of the psychology of law. He is particularly interested in child testimony. He describes the recommendations submitted by him to the judicial authorities in 1913 in respect to certain matters connected with the child. Remarks are made in regard to the part played by sexuality and suggestibility in the testimony of children. Cases are outlined in which young girls have accused men of sexual offenses; these demonstrate the large extent to which suggestibility enters into legal problems of this order. Acquaintance with the fantasy processes is of the greatest importance to teachers. Children daily tell the most elaborate and impossible lies without teachers being aware of this fact. It is emphasized by Marbe that constancy of testimony, in the case of children, is not a very valuable index of validity. The testimony of some children who vary in their testimony may be and very frequently is superior to that of those who do not vary in their story. This situation constitutes one of the difficulties in dealing with children in the school, home, and law court. Several references on legal psychology are given.—*P. C. Squires* (Clinton, N. Y.).

2407. Michel, R. *Il delinquente d'abitudine psicopatico*. (The psychopathic habitual criminal.) *Arch. di antrop.*, 1929, 49, 808-829.—Having made a study of 400 criminals in the Karlau penitentiary, 300 of whom were habitual, the author describes their somatic, functional, and mental characteristics, finding psychopathic traits in 249 of the habitual criminals.—*R. E. Schwarz* (New York University).

2408. Pray, K. L. M. *The contribution of mental hygiene to social case work*. *Ment. Hygiene Bull.*, 1930, 8, 1; 4.—The contribution of mental hygiene to social case work has been in the past and will undoubtedly be in the future rather a contribution to "the basic point of view and the basic factual and technical equipment of all workers, than a distinctive contribution to the understanding and technique of workers in a particular field."—*H. S. Clapp* (Children's Court, New York).

2409. Sacerdote, A. *Appunti psicologici sopra un episodio di stregoneria*. (Psychological notes on a witchcraft episode.) *Arch. di antrop.*, 1929, 49, 833-838.—The author describes the case of an hysterico-epileptic working girl who blamed her fits on the father of a girl friend, accusing him of having bewitched her. The man was dragged through the streets by her family and neighbors to force him to lift the spell.—*R. E. Schwarz* (New York University).

2410. Sanders, H. T. *Zur Psychologie des Giftmordes durch Ärzte*. (The psychology of poison-murders committed by doctors.) *Arch. f. Krimin.*, 1930, 86, 33-55.—The province of poison-murder has been regarded with good reason as belonging pre-

eminently to women. But physicians, on account of their specialized knowledge and their confidential relation to patients, are in a most favorable position for the performance of murders by poison. In the introductory passages of this article, the writer rapidly reviews some of the outstanding murders through poison in which physicians were principals: Riedel of Switzerland in 1926, the Frenchman Bougrat in the same year, the English army physician Clark in 1913, the Russian Patschenko in 1910, Braunstein of Munich. Sanders refers to J. R. Spinner's work entitled *Ärzte als Giftmörder* (1921). This article is devoted to a consideration of the cases of Richter in 1929 and Broicher in 1927. Both murders were sexually motivated. Richter of Bingen, a specialist in diseases of the ear, nose, and throat, utilized the powerful poison strophanthin to effect the act. Sanders presents in considerable detail the technical aspects of this poison and the method used by Richter in poisoning his victim. A sketch of Richter's life is given, together with an account of his sexual relations with the murdered woman. The writer seeks to determine the personality pattern of Richter. Broicher was of the same age as Richter, namely, twenty-nine. He murdered the husband of Frau Oberreuter by means of an overdose of digitalis. Broicher is the type of man teeming with feelings of inadequacy. The highly erotic Frau Oberreuter supplied him with the means of compensation.—P. C. Squires (Clinton, N. Y.).

2411. Saudek, R. *Ce que le cinéma nous enseigne sur les mouvements de l'écriture*. (What the motion picture teaches us concerning writing movements.) Paris: Société de Graphologie, 1928.—The writer discusses the movements used in writing as revealed by the slow motion camera and other devices. There are many samples of handwriting, some from persons who have lost their sight. The author contends that vision is an important factor in writing. The paper was presented at the 11th International Congress of Graphology.—N. L. Munn (Pittsburgh).

2412. Scheltma, F. G. *Het begrip "positief recht" in verband met de leer der rechtsovereiniteit*. (The concept of "positive law" in relation to the doctrine of the sovereignty of law.) *Mensch en Maatschappij*, 1930, 6, 165-215.—A rejoinder to J. H. Carp, delivered at Gravenhage before the Jurisprudence Society. Followed by lengthy discussion.—O. L. Harvey (Pittsburgh).

2413. Stokes, S. M., & Lehman, H. C. *Intelligence test scores of social and occupational groups*. *School & Soc.*, 1930, 31, 372-377.—The authors take issue with Terman, Hollingworth, and others, who claim that most of the gifted children in America come from the professional or very successful business classes. Attention is called to the following facts: (1) that most of the studies which have dealt with the question have revealed the correlation between IQ and social-economic status to be between +.30 and +.40; (2) that several recent investigations involving large samples of gifted children show

that the great majority of the group with IQ's of 120 or above and even those with IQ's of 140 or above come from the non-professional classes; and (3) that in the United States the families contributing most of the superior children tend to have rather modest incomes.—H. L. Koch (Texas).

2414. Vollmer, A. *Meet the lady cop*. *Survey*, 1930, 63, 702-704.—Policewomen trained in psychiatric social work are used in preventive work with women and children in Berkeley, California. They serve as a link between police and social worker and exert a socializing influence on policemen, who should eventually also be trained in the social sciences and psychiatric problems.—D. Grauer (Chicago).

2415. Von Schmid, J. J. *Rechtssociologie en Rechtsphilosophie*. (Legal sociology and jurisprudence.) *Mensch en Maatschappij*, 1930, 6, 114-129.—Indicates how the conception of law has developed from the earlier form of divine absolute truth to the modern one in which law is to be interpreted in terms of local and temporal conditions. Discusses the rôle in the more recent development of this concept played by Hans Kelson, Viennese constitutional jurist.—O. L. Harvey (Pittsburgh).

2416. Wembridge, E. R. *When ladies scrap*. *Survey*, 1929, 62, 126-130.—Situations and motives leading to quarrels and physical encounters among women as shown in cases appearing in court.—D. Grauer (Chicago).

2417. Whitney, L. F., & Grossman, W. *Some reasons for Jewish excellence*. *Eugenics*, 1930, 3, 52-57.—The bearing upon the Jewish race of the teachings in the Old Testament and the Talmud.—W. C. Poole (Worcester, Mass.).

2418. Wolf, J. *Die neue Sexualmoral und das Geburtenproblem unserer Tage*. (The new sexual morality and the present-day birth problem.) Jena: Fischer, 1928. Pp. 192.—R. R. Willoughby (Clark). [See also abstracts 2254, 2305, 2307, 2319, 2323, 2326, 2330, 2339, 2349, 2470, 2473, 2497, 2505.]

INDUSTRIAL AND PERSONNEL PROBLEMS

2419. [Anon.] *Arbeiter-Prüfungen in den Reemtsma-Werken*. (Employee tests in the Reemtsma works.) *Indus. Psychotechn.*, 1929, 6, 333-335.—Simple tests which can be given in 15 minutes have succeeded in selecting cigarette packers so that 90% are satisfactory, whereas formerly 50 to 60% proved unfit. The first test consists in placing ball bearings in small holes of a metal plate. A second test requires the applicant to sort "steel cigarettes" according to the length of the "tips" (four different lengths).—A. W. Kornhauser (Chicago).

2420. [Anon.] [All-Russian Psychotechnical Association (information).] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, 1928, No. 2, 96.—A new branch of the Association was organized in Sverdlovsk. A. K. Borsuk was elected to succeed the late V. M. Bekhterev as a representative of the Leningrad branch of the Association.—H. S. Rasran (Columbia).

2421. Bläsch, H. Die psychotechnische Eignungsprüfung mittelst Apparaten. (The psychotechnical aptitude test by means of apparatus.) *Psychol. Rundschau*, 1929, 1, 234-243.—Prejudices against psychotechnical aptitude tests have been due to over-emphasis on the building of apparatus and the layman's over-estimate of the possibility of measuring mental capacities physically. Human abilities fall on a normal curve, or when ranked give the integral of the normal curve. Psychotechnical tests are generally tests of perception capacities, including those of vision, audition, smell, taste, touch, position, movement and rhythm. Pictures of some of the apparatus used in these tests are reproduced. An explanation is given of the use of the apparatus for judging distance.—*M. B. Mitchell* (Yale).

2422. Bilibin, A. V., Clark, A. F., & Kushnikov, A. A. [Short report of the work of the Bureau of Vocational Guidance and Selection at the Lenin-grad Department of Labor and the Bekhterev Institute for the Study of the Brain (May 1, 1927-May 1, 1928).] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki* (B), 1928, No. 2, 99-102.—The Bureau has 10 trained workers. 5563 individuals obtained vocational advice during the given year. About 40 different problems have been and are being worked out from the material gathered. Some of them are: relation between vocational preference and market conditions, vocational preference and socio-economic status, psychotechnical scoring and school work.—*H. S. Rasran* (Columbia).

2423. Bramesfeld, E. Eignungsprüfung von Industriezeitnehmern. (Aptitude tests of industrial time-study men.) *Indus. Psychotechn.*, 1929, 6, 337-346.—Thirteen tests are briefly described which have been used to select time-study men. The tests include ones for memory, spatial and relational thinking, observation, technical understanding, ability to criticize and improve a sample work-process, calculation, sensory capacities, resistance to monotony, and so on. Of 10 men selected from 29, only one proved unfit.—*A. W. Kornhauser* (Chicago).

2424. Bur. Pub. Person. Admin. Staff. Institute for Government Research. Proposal for a service of general administration of the national government of the United States. *Pub. Person. Stud.*, 1929, 7, 166-179.—Gives the general argument for, digest and text of a proposed legislative act to consolidate and coordinate into one organization personnel activities now conducted under duplicating and overlapping conditions by eleven unrelated federal agencies.—*K. M. Cowdery* (Stanford).

2425. Christians, —. Die Berufsberatung und die Berufseignungsprüfung in Belgien. (Vocational guidance and vocational testing in Belgium.) *Indus. Psychotechn.*, 1929, 6, 363-367.—A statement is given of the guiding principles and procedures employed in the vocational guidance work in Belgium. The author also briefly discusses the work with vocational selection tests in two firms.—*A. W. Kornhauser* (Chicago).

2426. Diakov, L. U. Méthodes psychotechniques

dans la réglementation de la vie urbaine et dans la prévention des accidents de la circulation. (Psychotechnical methods in the regulation of urban life and in the prevention of traffic accidents.) *Rev. de la sci. du trav.*, 1929, 1, 362-388.—Just as we study professional selection, which rests on the study of psychophysiological differences among individuals, so we can study the socio-objective conditions which govern the activity of individuals, for psychotechnical social science deals with the qualities and the collective functions of human groups, studying equally objects and material facts in the degree to which they act on the psychology of the mass. It is in this sense that the author considers successively the following questions: dazzling of drivers and pedestrians by automobile headlights, normalizing of the speed of urban vehicles, and the matter of psychotechnical research on rational methods of safety propaganda which would demonstrate the existence of a functional relation between the appearance of a placard, the degree of its power of drawing attention, and the retentivity engendered.—*Math. H. Piéron* (Sorbonne).

2427. Dilger, J. Feilübungen am Schraubstock und am Anlerngerät. (Training in filing at the vise (actual work) and with special learning implements.) *Indus. Psychotechn.*, 1929, 6, 369-374.—Two methods of training apprentices in filing were compared. One method used actual filing operations; the other used an artificial file and recorded the pressure exerted in the filing. Sample tasks were presented as tests at different stages of learning. The actual work gave more favorable results. Individuals were found to work with characteristic degrees of accuracy.—*A. W. Kornhauser* (Chicago).

2428. Erachowitz, N. Ein Rationalisierungsprojekt des Führerstandes der Moskauer Strassenbahn. (A project for the rational organization of the motorman's post on the Moscow street railway.) *Indus. Psychotechn.*, 1929, 6, 393-394.—The writer summarizes a Russian publication by Bernstein, describing proposed improvements in the arrangements for street-car motormen.—*A. W. Kornhauser* (Chicago).

2429. Fessard, A. L'intérêt des méthodes statistiques en orientation professionnelle. (The advantage of statistical methods in professional orientation.) *Bull. Instit. Nat. d'Orient. Prof.*, 1929, 1, 166-168.—The determination of individual aptitudes should tend to become scientific and impersonal. The rôle of the counselor would be made easier if he could offer aptitude tests suitable for all professions and thus have only to consult a chart prepared in advance determining the best choice of a profession as indicated by the aptitude records.—*Math. H. Piéron* (Sorbonne).

2430. Fessard, A. Les déterminations des caractères d'un ensemble de mesures. (Determination of characteristics by a combination of measurements.) *Bull. Instit. Nat. d'Orient. Prof.*, 1930, 2, 1-8.—The article is a study of the different ways of grouping and considering test results: alignment, grouping,

calculation of the arithmetical mean, standard deviation, possible simplifications, and group variations in origin and in uniformity.—*Math. H. Piéron* (Sorbonne).

2431. Fessard, Mme. A. Une expérience de contrôle de la validité des tests professionnels. (An experiment on the control of the validity of professional tests.) *Bull. Instit. Nat. d'Orient. Prof.*, 1929, 1, 153-161.—The author describes a series of experiments made under the control of the Association of German Engineers, reported by H. O. Roloff, with the aim of justifying the use of psychophysiological examinations in selection and in professional orientation. The results were very favorable to psychotechnics. The experiments were made chiefly on metallurgic workers.—*Math. H. Piéron* (Sorbonne).

2432. Frois, M. La technique et la fréquence des accidents du travail. (The kind and frequency of occupation accidents.) *Rev. de la sci. du trav.*, 1929, 1, 341-354.—The author found in his first study that in 43% of mortal accidents the injured were poorly adapted to their jobs and, in a second study, that 47% were persons whose psychological characteristics did not correspond to the work in which they were engaged.—*Math. H. Piéron* (Sorbonne).

2433. Haber, A. Zur Bestgestaltung des Aufmerksamkeits-Reaktionsfeldes. Beachten und Greifen in Abhängigkeit vom Blickraum, von der Reizstärke und der Ablenkung. (The best arrangement of the attention-reaction field. Attention and response as dependent on area observed, stimulus-intensity and distraction.) *Indus. Psychotechn.*, 1929, 6, 316-328.—Many industrial occupations require the worker to spread his attention over a large field and to react effectively to stimuli within this field. Inquiries concerning certain influences affecting such performance are reported here. Banks of electric lamps were arranged in front of, beside, and back of the subject; each lamp was provided with a switch which the subject was to press as quickly as possible when the light appeared. Reaction times (measured with a Hipp chronoscope) were found to increase with the size of the visual field, with lights of lower intensity and with the presence of distractions (waving bright ribbons). Failures to react were more frequent with lamps of lower intensity and with lamps in the lower third of the field as compared with the upper divisions. Reaction times varied also with the different locations of the lamps.—*A. W. Kornhauser* (Chicago).

2434. Hersey, R. B. Cycles in workers' efforts and emotions. *Engineers and Engineering*, 1929, 46, 162-166.—*R. R. Willoughby* (Clark).

2435. Heugel, W. Eignungsprüfungen im Bezirk des Landesamtes Schlesien. (Aptitude tests in the Silesian district.) *Indus. Psychotechn.*, 1929, 6, 391-393.—The extensive practical use of tests in Silesia is described.—*A. W. Kornhauser* (Chicago).

2436. Hische, —. Jahresbericht des Städt. psychologischen Instituts in Hannover. (Annual report of the municipal psychological institute in Hannover.) *Indus. Psychotechn.*, 1929, 6, 368.—*A. W. Kornhauser* (Chicago).

2437. Horst, A. Die Psychotechnik im Dienste der Polizei. (Psychotechnique in the service of the police.) *Indus. Psychotechn.*, 1929, 6, 328-331.—The writer describes in general terms the work done on police selection methods in the Prussian Police Institute. Emphasis is placed on personality and emotional traits.—*A. W. Kornhauser* (Chicago).

2438. Ketzner, A. Arbeitsplatz-Rationalisierung in einem Verpackungsbetrieb. (The work place organization in a packing industry.) *Indus. Psychotechn.*, 1929, 6, 305-316.—Careful time-studies were made of the operations involved in packing boxes of medical tablets in a chemical concern. Improvements in the arrangement of the work place and the packing procedure brought about a 58% increase in output. A piece-rate payment method produced further increases.—*A. W. Kornhauser* (Chicago).

2439. Khmel'nitskaya, E. S. [Foreign literature in vocational psychology (up to 1927).] *Zhurnal Psikhologii, Pedologii, i Psychotekhniki* (B), 1928, No. 2, 109-133.—A bibliography of non-Russian literature in vocational psychology. The titles are arranged alphabetically according to vocation. Only letters A-L are so far given. There are about 500 titles.—*H. S. Razran* (Columbia).

2440. Lahy, J. M. Le facteur volonté dans les accidents du travail. (Intention as a factor in occupation accidents.) *Rev. de la sci. du trav.*, 1929, 1, 354-361.—The author's purpose was to show the frequency of mutilations caused by certain workmen with the end in view of obtaining insurance compensation.—*Math. H. Piéron* (Sorbonne).

2441. Leiber, F. Kann Farbenblindheit berufsfördernd sein? (Can color-blindness be vocationally advantageous?) *Indus. Psychotechn.*, 1929, 6, 357-358.—Color-blind persons are superior in discriminating brightness differences and hence succeed better at such tasks as interpreting photographs.—*A. W. Kornhauser* (Chicago).

2442. Mackay, R. J. Sélection du personnel dans l'industrie des teintureres textiles à Bradford (Angleterre). (Selection of personnel in a textile dye-works industry at Bradford, England.) *Rev. de la sci. du trav.*, 1929, 1, 417-423.—All the candidates are examined according to the following two-fold purpose: for general intelligence, by means of Richardson's group tests (simple group intelligence scale) and G. Thomson's Northumberland Mental Tests, and for color perception.—*Math. H. Piéron* (Sorbonne).

2443. Piéron, H. Orientation professionnelle et "docimologie." (Professional orientation and "docimology.") *Bull. Instit. Nat. d'Orient. Prof.*, 1929, 1, 161-166.—The object of docimology is the study of methods for examinations and competitions. It aims to perfect these methods and to arrive at a more nearly perfect docimacy in which, along with tests on recognition, an important place will be given to tests on aptitude suitable for a desirable selection adapted to each competitive examination.—*Math. H. Piéron* (Sorbonne).

2444. Rivlin, Kh. S. [Fatiguing of weavers with intensification of their work.] *Zhurnal Psikhologii*,

Pedologii, i Psikhotehniki (B), 1928, No. 2, 63-77.—20 women weavers went over from working on two looms to working on three looms. Various indices of work and fatigue were taken: Piorkovski's *Aufmerksamkeitsprüfer*, tremometer, time records, output, questionnaire, and others. Temperature and illumination were controlled. The results show that: (1) the various indices agree on a whole with one another; (2) there is no considerable increase in fatigue when going over to three looms.—*H. S. Rasran (Columbia)*.

2445. Schneider, L. *Vergleichende Bewegungsstudien bei der Arbeit mit Stempeln verschiedener Typen.* (Comparative motion studies of work with stamping tools of different types.) *Indus. Psychotechn.*, 1929, 6, 356-357.—The writer takes issue with the conclusions of Popowa (IV: 1275) that the old form of post-office stamping tool was more efficient than the new form. The inefficiency found by Popowa was due to the inconvenient arrangement of the work.—*A. W. Kornhauser (Chicago)*.

2446. Schorn, M. *Psychologie des accidents.* (The psychology of accidents.) *Rev. de la sci. du trav.*, 1929, 1, 402-413.—An account of work done by the Institute of Psychology in the University of Würzburg relative to this question.—*Math. H. Piéron (Sorbonne)*.

2447. Shushakov, A. P. [Testing the qualifications of locomotive engineers in the Psychotechnical Station of the Perm Railroad by a miniature test.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, 1928, No. 2, 14-28.—603 locomotive engineers were tested in a specially constructed apparatus which on the whole imitated well the actual situation in the engineer's cab. The movements of the engineer were registered on a kymograph and his errors recorded. The reliability and validity of the apparatus is discussed. The apparatus itself is too complicated to be described here.—*H. S. Rasran (Columbia)*.

2448. Smishlayev, G. Ya., & Yamanov, S. A. *Psikhotehnicheskoi issledovanie professii gruzchika.* (Psychotechnical investigation of loading and unloading freight.) *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, 1928, No. 2, 78-92.—An analysis was made of the work of loading, unloading, and carrying over freight. It was found that each laborer handled on the average 4.37 tons each day. A rest of 15 minutes each hour was found beneficial. The study is being continued.—*H. S. Rasran (Columbia)*.

2449. Spielrein, I. N. [The preparation of psychotechnicians.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, No. 2, 5-13.—The necessary preparation for psychotechnicians is discussed. The value of a good knowledge of biology, psychology, and economics is stressed. A schedule of a 5-semester course, about 30 hours each semester, is presented. The schedule has been approved by the proper government agency to be put through the Psychotechnical Section of the Faculty of Pedagogy of the Second Moscow University. Of the total number of 51 courses the following may be mentioned: biomechanics (analysis of motion in work), vocational acci-

dents, anthropometry, hygiene of work, differential psychology.—*H. S. Rasran (Columbia)*.

2450. Stevens, S. N. *Psychology of handling men.* *Railway Mechanical Engineer*, 1929, 103, 611-614.—*R. R. Willoughby (Clark)*.

2451. Stolsenberg, H., & Ellenberg, K. H. *Arbeitsplatzstudien.* (Studies of the work-place.) *Indus. Psychotechn.*, 1929, 6, 375-389.—The first experiment studied the effect of various speeds of a conveyor on performance involving steadiness of movement. A stylus had to be inserted in the holes and slots of a steadiness-testing apparatus carried on the conveyor. Performance was best with no movement, declined slightly at low speeds, and more markedly at speeds over four meters a minute. A second experiment, with an assembly task (screwing, inserting pins, etc.), found slight indications that standing was more favorable than sitting, that elbow-height of work bench was better than 30 cm. higher or lower, and that a horizontal bench was better than an inclined one.—*A. W. Kornhauser (Chicago)*.

2452. Tramm, K. A. *Die Bedeutung der Reaktionszeit für den Gefahrbremsweg.* (The significance of reaction time in making emergency stops.) *Indus. Psychotechn.*, 1929, 6, 331-333.—The auto driver's reaction time is fully as important in determining the stopping distance as is the brake action itself.—*A. W. Kornhauser (Chicago)*.

2453. Van Det, E. J. *Industrie en voorlichting bij beroepskeuze. I.* (Industry and information concerning the choice of occupations. Part I.) *Jeugd en Beroep*, 1930, 3, 39-44.—Specialization in modern industry requires of the workers the utmost efficiency in small groups of relatively simple activities arranged in set pattern-series. The selection of workers has been effected, especially since the war, through the operation of psychotechnological laboratories attached to the industries concerned. Of recent years, however, there has been a noticeable change of attitude concerning the effectiveness of the laboratories, the basic defects of which are two: their results are unreliable, and their scope of investigation on the more human aspects of personality is severely limited. To correct these defects it is necessary that they should measure not only the existing condition of a worker's abilities, but also the degree to which they can be developed; and not only his specific abilities, but his whole personality. For the latter function in particular they are not properly fitted. Close observation of more recent developments, however, suggests that the apparent diminution of interest in these industrial laboratories lies also in the fact that there has developed a new and increasing relationship between industry and the public institutions for vocational guidance.—*O. L. Harvey (Pittsburgh)*.

2454. Vigliani, G. A. *La psicotecnica ed il collocamento razionale della mano d'opera nelle industrie.* (Psychotechnics and the rational placement of manual labor in industries.) *Rassegna di med. applicata al lavoro indus.*, 1930, 1, 9-14.—The author first offers several general criticisms of present-day

tendencies in tests for selecting workmen. He then proposes an examination for selecting men employed in certain industries using machinery, which would determine the following aptitudes: ability to center, perception of vibrations, aptitude for measuring inaccessible diameters, recognition of smooth and plane surfaces, aptitude for determining the relative ratios between velocities, aptitude for localizing frictions and noises by touch, and aptitude for directing one's movements according to certain instructions. The author gives without further description the photographs of two pieces of apparatus, one for measuring the ability to center and the other for measuring the aptitude for perception of vibrations.—*M. Ponzo* (Torino).

2455. Viteles, M. S. Psychological methods in the selection of policemen in Europe. *Ann. Amer. Acad. Pol. & Soc. Sci.*, 1929, 146, 160-165.—*R. R. Wiloughby* (Clark).

2456. Weber, W. Die rechtliche Stellung des im Wirtschaftsleben praktisch tätigen Psychologen. (The legal position of the psychologist practicing in economic affairs.) *Indus. Psychotechn.*, 1929, 6, 346-355.—The writer discusses various features of the contractual relationship between psychologists and business firms under the German law, and points out the need for the psychologist to guard against assuming too great liabilities.—*A. W. Kornhauser* (Chicago).

2457. Wilson, D. R. Facteur individuel et accidents. (The individual factor and accidents.) *Rev. de la sci. du trav.*, 1929, 1, 389-401.—A general review of certain researches undertaken in Great Britain. A short bibliography.—*Math. H. Piéron* (Sorbonne).

[See also abstracts 2249, 2340, 2560.]

CHILDHOOD AND ADOLESCENCE

2458. Brandenberger, F. Aus der heilpädagogischen Praxis. (Curative pedagogical practice.) *Psychol. Rundschau*, 1930, 1, 376-377.—The case study of Marta, a nine-year-old school girl, is given in some detail. She exhibited defiance and bad behavior from a feeling of inferiority.—*H. S. Clapp* (Children's Court, New York).

2459. Dixon, C. M. Children are like that. New York: John Day, 1930. Pp. xiii + 206. \$2.50.—A record of the play life of children from two to seven years of age, taken during a period of four years in a nursery school. The children were watched unobtrusively, allowed to live for themselves, except for limits set in regard to excesses and to mechanics of the day. Opportunities for the following were provided, and the reactions and living of the children in each case noted: physical experiencing through big muscle play and moments of adventure; exploring the universe through group life, friendship with creatures and animals, excursions, and dramatic play; expression, through use of materials, and opportunities. Essences, such as delights, moments of wonder, and treasure were carefully guarded. Suggested materials for the home or nursery, in providing these all-around experiences, are given. There

are illustrations, a foreword, introduction, and table of contents.—*M. I. Goodrie* (Milbank, S. D.).

2460. Duncan, W. L. Parent-child isolations. *Family*, 1929, 10, 115-118.—Case studies of conflicts between parents and children of the following types: the college-trained child and his uneducated parents, the Indian youth and his parents, and the second generation immigrant and his parents.—*D. Grauer* (Chicago).

2461. Furfey, P. H. The growing boy. New York: Macmillan, 1930. Pp. 192. \$2.00.—This book is mainly concerned with a study of the developmental age of 168 boys of the ages 6, 8, 10, 12, 14, and 16. The purpose of the investigation was the study of differences of behavior at various ages. The clinical or case method is used and generalizations drawn for each of the years studied.—*E. B. Heim* (Provo, Utah).

2462. Isaacs, S. The biological interests of young children. *Forum Educ.*, 1930, 8, 1-13.—Continues the journal notes on individual cases from which conclusions were drawn in the previous instalment of this article. (See IV: 1302.)—*K. M. Cowdery* (Stanford).

2463. Jones, M. C. The nursery school in relation to the health of the pre-school child. *Hospital Soc. Serv.*, 1930, 21, 142-148.—A representative nursery school includes in its program a healthy environment, training in health habits, health examinations, instructions to parents in child hygiene, and research projects in various phases of child health. "Outdoors whenever possible" is a maxim. Each school believes it can offer opportunities for development which the best homes cannot duplicate. Too rapid popularization of nursery schools is discouraged by those interested in the movement because of the expense of proper maintenance, the lack of enough trained teachers, and the danger resulting from inadequate facilities for safeguarding the health of the children.—*M. P. Montgomery* (Faribault, Minn.).

2464. Jung, H. Das Phantasieleben der männlichen werktätigen Jugend. Ein Beitrag zur Psychologie und Pädagogik der Reifezeit. (The fantasy life of the working adolescent boy. A contribution to the psychology and pedagogy of the period of late adolescence.) Münster: Helios-Verlag, 1930. Pp. 141. M. 4.50.—The material on school boys which is used as control for the research was obtained in a large city in the lower Rhine valley, which is known for its factory suburbs. By the term fantasy the author understands an acting together of various psychic functions, in the relative free filling out of not too specialized patterns. Fantasy is consequently not a unit function, but a whole bundle of the functions of thought, will, feeling, perception, conception, and memory. With Fr. Schneider the author is of the opinion that the only criterion for fantasy is the relative freedom in the filling out of the anticipated patterns. These are the starting points of complex-reproduction. In the matter of his interpretation of the concept of maturity, Jung stands between the

strictly medico-psychological point of view of Freud and Ziehen and the purely psychological as represented by Bühler and Stern. According to the author, puberty is a psychic-sexual and intellectual process of maturing, in the course of which the mental structure is formed which remains peculiar to the individual for life. The author differentiates pre-puberty (11-13 or 14 years) with its wildness, obstinacy, negativism, press of energy, and its pleasure in discovery and experience; true puberty, with a gradually progressing return to an individual ego, and accordingly with dreams, meditation, and introspection; and finally adolescence or post-puberty (after about 17), with an objective point of view toward all subjects. Jung now makes a principal distinction between the development of the middle-class youth and that of the youth of the laboring class. In the latter, motivating factors play a greater part and diminish the time of spiritual fermentation. The development of the proletarian youth is consequently abridged, and not merely cut short. The author attempted to secure a typical cross-section of the proletariat; he applied to it the questionnaire method. Of 150 questionnaires, only 72 were returned completely filled out. The following results are of special interest: (1) The fantasy of the worker is bound by reality, and therefore relatively impoverished. (2) The youthful proletarian has only practical ideals, no esthetic ones. (3) The young worker is simple, clear, and direct, and for that reason cannot entangle himself so easily as can the middle-class youth in the chaos and abysses of adolescence. In the pedagogical-practical part of the work the author urges extension of fantasies (1) through opening of personal values by means of introspection, cultivation of personal relations, psychotherapy; (2) through cultivation of an abundance of content, through education in the arts.—O. Seeling (Berlin).

2465. Mitchell, A. M. The movies children like. *Survey*, 1929, 63, 213-216.—Ten thousand children were asked to name the kinds of movies they liked best. No difference in types of movies preferred was found between groups of public school children or Boy Scouts, and juvenile delinquents. Girls like the same films as boys but show a different order of preference. Western and adventure stories are most popular among the boys while romance leads in popularity among the girls. Expressions of interest and individual preferences among children are cited.—D. Grauer (Chicago).

2466. Rabinovich, S. [The professional orientation of deficient children.] *Zhurnal nevrologii i psikiatrii im. Korsakova S. S.*, 1929, No. 3-4.—Vocational guidance for anomalous children constitutes a new problem for psychotechnology. Its solution requires new procedures, as these variant children reveal many specific peculiarities of character and intellect. General ability in this field does not play as great a rôle as more restricted talent. Exhaustive investigation of the nervous system is essential, especially with reference to reaction-time and fatigability.—V. E. Makarov (Leningrad).

2467. Rigby, M. A case of lack of speech due to

negativism. *Psychol. Clin.*, 1929, 18, 156-161.—The case of a boy, three and a half years old, who did not speak. The child was not mentally defective, and had no anatomical or physiological defects that would account for his lack of speech. The real cause was found in an intense negativism, due in part to a bad family situation. The author recommends "military discipline" as the quickest way to bring him around.—J. T. Metcalf (Vermont).

2468. Roberts, B. Zaida—chronic runaway. *Survey*, 1929, 62, 568-572.—D. Grauer (Chicago).

2469. Schapiro, L. Beobachtungen über die morphologische Entwicklung tuberkulös infizierter Kinder. (Observations of the morphological development of children infected with tuberculosis.) *Zsch. f. Kinderhk.*, 1930, 43, 640-653.—The writer proceeds from the proposition that every chronic disease which strikes the organism during its growth and development definitely influences the course of these processes and leaves discernible marks behind it. Schapiro performed in 1925-1928 corresponding morphological examinations upon children who were admitted to the Kronstadt Tubercular Clinic. The study was carried out upon 506 tubercular and 481 healthy children, of ages varying from 0 to 15 years, and almost evenly divided between the sexes. The measures taken were: weight, standing height, sitting height, circumference of the chest, of the abdomen, of the upper arm, of the upper thigh, of the calf, and the longitudinal and transversal diameter of the chest. The appraisal of the measurements made upon every individual child is possible only by means of indexes (Czulizkaja, Brugsch, Moczan, Peisar, Beduzi). The investigation gave the following results: (1) The body length of children during the suckling period and during the storing-up period is greater in tuberculosis than in healthy children. (2) During the period of longitudinal growth the relationship is reversed—tubercular children lag behind. (3) Their weight is in every case less than that of healthy children of the same age. These and other deviations from the norm occur more often among boys than girls.—O. Seeling (Berlin).

2470. Sigg-Boeddinghaus, M. Zeichnen und Malen und ihre Bedeutung für die seelische Entwicklung des Kindes. (Drawing and painting and their significance for the mental development of children.) *Psychol. Rundschau*, 1929, 1, 222-229.—According to C. G. Jung, an approach to the emotional condition of an adult or child can be made from his creative drawings and paintings. Several drawings are reproduced as illustrations. The creative capacity as expressed in drawing manifests itself very early in the child, but is usually suppressed by such factors as the ridicule of his elders. It should be allowed free expression. The art teacher should be only a guide and encourager to original work and not require the pupil to make copies. Thus drawing and painting may become and remain a vital part of his life, raising him above the necessities and cares of everyday life.—M. B. Mitchell (Yale).

2471. Slesinger, D. Human relations at Yale. *Survey*, 1929, 62, 182-183.—The Institute of Human

Relations is attempting co-operative research on social problems involving the aid of experts in the various social sciences, as well as of members of the faculties of law and medicine. Their first project, "Family Factors in Child Adjustment" is to be undertaken with the aid of Healy and Bronner. The data of the investigation will be composed of concrete, comparable, and verifiable items of behavior, and the philosophy underlying the project is that the genesis of any behavior is the interaction between the individual and the environment.—*D. Grauer* (Chicago).

2472. Starr, A. S. Problems in child placing. *Psychol. Clin.*, 1929, 18, 147-155.—To illustrate how certain problems in child placing may be met the author considers the cases of two young boys, brothers, who have been living in a foster home. The results of their examinations made before entering this home, and again after having been in the home one year, are presented and compared.—*J. T. Metcalf* (Vermont).

2473. Sweet, H. F., & Fahs, S. L. Exploring religion with eight-year-olds. New York: Holt, 1930. Pp. xvi + 283. \$2.50.—This is the account of an experiment in the democratic religious education of children. It shows what may be done with half a dozen well-brought-up eight-year-olds, provided the teacher has sufficient tact, knowledge, and experience. The teaching period came from 9:15 to 12:15 Sunday mornings and consisted of a service of worship, a hand work period, recreation, and a story and discussions. The teacher's diary describes in detail the last of these features, and it is here that one feels the throb of the child's moral sense. Not only is the teacher's skill shown in the bringing from each child an individual and rational response which is often applied to conduct, but at the end of each lesson the finer points of pedagogy are summarized. These methods and the general results of the experiment are described in the last part of the book.—*J. P. Hylan* (Stoneham, Mass.).

2474. Swift, E. J. The psychology of childhood. New York: Appleton, 1930. Pp. x + 431. \$3.00.—Designed for parents. Throughout the author emphasizes the study of the personality of the individual child. A method for the guidance of personality which is both "constructive and preventive" is "thoughtful observation of the habits of behavior which are being formed and guidance of behavior habits, by planning and, when needed, changing the habit-making features of the environment." "A well-trained child has received a rounded development," namely "a healthy body, obedience or thoughtful consideration of the opinion of parents, a keenly alert intellect (chapters on the importance of inquiry, language, and imagination), and emotional health (chapters on moral, social and emotional education)."—*E. B. Heim* (Provo, Utah).

2475. Wald, L. D. Shall we dismember the child? *Survey*, 1930, 63, 458-459.—A plea for the retention of the federal Children's Bureau as an agency possessing a unified approach to all the problems of

child welfare, co-ordinating the work of the various specialists in the field.—*D. Grauer* (Chicago).

2476. Waring, E. B., & Wilker, M. The behavior of young children. II. Dressing—toilet—washing. New York: Scribner, 1930. Pp. ix + 151. \$1.00.—The second volume in a series of four on childhood education. Each of the three units of the book is made up of (1) instances of desirable and undesirable behavior on the part of child and parent; (2) quotations from such authors as Fenton, Cleveland, Lucas, Watson, Blatz and Bott, Blanton, etc.; and (3) numerous questions about the child and the adult behavior in regard to regularity, equipment, preparation, process of learning or teaching, etc.—*E. B. Heim* (Provo, Utah).

2477. Weiss, G. Aufgabebegundenes und aufgabefreies Verhalten von Fürsorgenzöglingen. (Behavior with and without tasks in children demanding special care.) *Zsch. f. Kinderforsch.*, 1930, 36, 195-245.—The author intended to investigate whether or not a child's concern with work prevents other things functioning as stimuli for his actions. She also investigated the differences in rhythm and mode of action occurring in behavior with and without tasks. The observed children were of the following ages: 4 children 10-11 years, 10 children 6-7 years, 3 children 5-5½ years, and a normal child of 5½ years. The results of the experiments were as follows: (1) Behavior with a task runs its course more steadily than behavior without a task. (2) The repetition of the experiment weakens the stimulus character of the toys. (3) With increased age the product of the work improves strongly. (4) Younger children are more defenseless toward stimulating objects.—*O. Seeling* (Berlin).

2478. Wilson, C. A., Sweeney, M. E., Stutsman, R., Chesire, L. E., & Hatt, E. The Merrill-Palmer standards of physical and mental growth. Detroit: Merrill-Palmer School, 1930. Pp. ix + 121. \$0.50.—The bulletin is built around Chapter IV, the percentile tables, which may be purchased separately for \$0.15; the measurements analyzed are height, weight, weight-height index, stem length, recumbent length, stem-stature index, Stanford-Binet mental age (on first and later tests), Merrill-Palmer mental test score, Goodenough drawing test, Monroe drawing score, personality ratings, activity ratings, fat, carbohydrate and protein intake per unit of weight, eating time, sleeping time, regularity of bed hour, percentage of time ill. The measurements were derived from 256 children. The records are described and figured fully, and a summary chart called a biogram is described.—*R. R. Willoughby* (Clark).

2479. Witty, P. A., & Lehman, H. C. Further studies of children's interest in collecting. *J. Educ. Psychol.*, 1930, 21, 112-127.—The paper departs from M. T. Whitley's recent findings (*J. Educ. Psychol.*, 1929), which are in sharp contrast to the authors' previously published data (*The Psychology of Play Activities*). In this study a check list of 190 collectable things is used for testing several large groups of children, CA's 9-16. In one case the test

was repeated after seven months, with concordant results between the two tests. Large percentages of all the ages examined collect extensively, but children of CA 10 exceed all others. The girls uniformly report more collections than the boys. Certain of Whitley's results are corroborated; and it is concluded that results in this field are a function of the technique employed, as well as, probably, of such variables as sex, age, locality, season and the definition of a "collection." There is a discussion of the pedagogical implications of the results.—J. A. McGeoch (Arkansas).

2480. Zillig, M. *Experimentelle Untersuchungen über die Kinderlüge.* (Experimental investigation into children's lies.) *Zsch. f. Psychol.*, 1930, 114, 1-84.—The author, a teacher in a primary school, arranged a number of situations which would give the children in her classes opportunity to lie out of undesirable consequences. One of these consisted of a series of difficult problems on which the class reported success without any obvious check on the part of the teacher. A second situation involved the possible abstraction of certain desirable articles which were "loaned" to the children. A third situation gave the children the opportunity of bragging inordinately about their own possessions and ability or the prowess of their parents. In each case the teacher had an absolute check on the veracity of the statements of the children. Later she added certain other tests which were used on a part of her group. On the three situations described, not one child was entirely truthful. The less chance the children saw of being found out, the more readily they lied. The thirteen-year-old children lied less frequently than the younger ones, but it is to be assumed not that they were more truthful, but that they would tend to lie from other motives than those presented here. In general, it is to be concluded that children lie from a variety of motives. The desire to escape punishment is less potent than one might expect. Perhaps the most important reason for lying is a desire to succeed in school tasks, and to secure the approbation of the teacher. This may be limited to the more subtle form of diplomacy involved in belittling one's own worth in order to please someone in authority. In addition such motives as braggadocio and desire for reward may enter in. Children are more apt to lie under the influence of their fellows than when they are alone with an adult. No definite sex-differences were brought out, but girls seem to lie from motives of ambition and fear, while boys were more apt to lie in order to cover up other deflections. Children tested in a parental institution lied less than the children from the public school, but there was a greater percentage of lies to cover stealing. When the children were accused of having lied they were apt to show anger and resentment. Those who were placed in situations where confession became necessary reacted differently. A certain number confessed at once; some denied their guilt as long as they could, and then became silent; others tried to escape the consequences by adding other lies. Tests of moral insight showed a great dis-

crepancy between principles and performance. There was no evidence that the inveterate liars were children of defective intelligence, but it was true that those who are less inclined to lie are as a group more intelligent than those who lied more readily. Lying is definitely a characteristic of children whose personality in other ways shows poor principles. The investigation includes findings on about 270 public school children and 64 boys in a Catholic orphanage. Included in the material is a collection of typical children's lies, ranging from purposeful to phantasy-lying.—H. Marshall (Stanford).

[See also abstracts 2261, 2319, 2320, 2326, 2345, 2367, 2368, 2381, 2413.]

EDUCATIONAL PSYCHOLOGY

2481. [Anon.] *Record of current educational publications.* *U. S. Bur. Educ. Bull.* No. 24, 1929. Pp. 128. \$0.15.—Comprising publications received by the Bureau of Education, January to December, 1928, with index.—C. M. Louttit (Hawaii).

2482. Benner, T. E. *College and university publicity.* *Teach. Coll. Rec.*, 1930, 31, 422-429.—A questionnaire, sent to more than 300 colleges and universities concerning its publicity methods, was answered by 48 public and 71 private institutions. The results, presented in 3 tables, indicate that "colleges and universities are beginning to understand and to meet . . . the problem of protecting and increasing the good will towards themselves of their constituencies."—J. M. Stalnaker (Purdue).

2483. Bernfeld, S. *Léonard Bourdon's System der Anstaltsdisziplin 1788-1795.* (Léonard Bourdon's system of institutional discipline, 1788-1795.) *Zsch. f. Kinderforsch.*, 1930, 36, 153-169.—The author first emphasizes the circumstance that an adequate history of institutional education is at present still missing and that the time of the French Revolution especially has been neglected, although exactly this period with its educational and social problems has assumed an essential significance for the development of Germany. Bernfeld therefore believes himself justified in presenting the plan of a boarding-school of the year 1788 as contemplated by the welfare measures of revolutionary France. This plan is that of Bourdon and of his institutional pedagogy, in which he sees the only means of social education. He had recognized at that time that there were no "well-considered principles" for institutional education, but that caprice and arbitrariness ruled. Bourdon demanded from the teachers that they should devote themselves entirely to their proper function, except in the last instance for the surveillance of the students. The students were organized by Bourdon into a society: *société d'émulation*. In the students' general assemblies *chefs élèves* and *sous-chefs* were chosen. These *chefs* came together with two teachers in a *conseil*. The council met daily and transacted all matters of discipline. Chastisement, confinement and hunger were excluded as disciplinary means. As rewards, points, cards, and epaulets were used. In his character as psychoanalyst Bernfeld also ex-

amines the question how Bourdon, who came from a noble family, could assume solidarity with a lower class during the revolution. Bourdon's fundamental idea that education of the people must be public education in an institution has not been realized. Through the progressive failure of the educative function of the family in its fight against delinquency there was developed an institutional practice as child welfare "without well-considered principles." During recent times Bourdon's thoughts have appeared again, especially in the education of the Soviets.—*O. Seeling* (Berlin).

2484. Bigelow, M. A. Sex-education in parental education. *Teach. Coll. Rec.*, 1930, 31, 522-527.—A discussion of the need for sex-education in the education for parenthood.—*J. M. Stalnaker* (Purdue).

2485. Bilibin, A. V. [The Psychotechnical Department in the Leningrad School of Business.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki* (B), 1928, No. 2, 96-98.—76 students took entrance intelligence tests and were later rated for the quality of their work in school. 46% of the students who scored "medium" and 54% who scored "good" in the intelligence tests were rated "good" in school work. 3% of those who scored "good," 37% who scored "medium," and 60% who scored "poor" in intelligence tests were rated "poor" in school work. The nature of the tests is not given. Other less quantitative information is also given.—*H. S. Rasvan* (Columbia).

2486. Book, W. F. The development of higher orders of perceptual habits in reading. *J. Educ. Res.*, 1930, 21, 161-176.—The ability to read accurately and fluently hinges upon the correct observation of words and combinations of words and upon the degree of skill that has been attained in having these printed symbols suggest the meanings which they represent. The author analyzes the experimental literature to discover the bases for these higher integrations. Various theories of recognition of words at various levels of reading skill are evaluated. Suggestions for improving both the reading rate and the comprehension of what is read are given.—*S. W. Fernberger* (Pennsylvania).

2487. Bruce, W. F. Personality development in student-teachers. *J. Educ. Res.*, 1930, 21, 191-202.—A number of studies indicate that the majority of failures among beginning teachers are clearly traceable to personality defects. The development of personality in student-teachers thus becomes a problem of primary importance for teacher-training institutions. The author analyzes some of the existing literature with critical evaluations.—*S. W. Fernberger* (Pennsylvania).

2488. Bruère, R. W. Records that come alive. *Survey*, 1929, 62, 553-556.—A description of the methods for educational and vocational guidance of pupils in the Providence, R. I., public schools. A detailed personnel chart, showing intelligence test as well as educational test scores and grade classification, is kept for each child. Vocational advisors give information regarding occupations and facilities

for obtaining higher education.—*D. Grauer* (Chicago).

2489. Buckingham, B. R., & MacLatchy, J. The number abilities of children when they enter grade one. *29th Yrbk. Nat. Soc. Stud. Educ.*, 1930, Part II, 473-525.—This study reviews the literature concerning the number knowledges of young children. These reports include individual observation, group studies, and controlled experimentation. The results are fragmentary and assertions often are conflicting. The writers devised a test to measure the child's counting ability, development of number concepts, and knowledge of number combination. The test (which is included in this article) was given to approximately 1300 children in seventeen Ohio villages and cities. All children were interviewed in the first grade before formal instruction began. The children were six to six and one-half years old. 75% of the children counted successfully to fourteen or fifteen and an appreciable number to one hundred (about 12% in one group). Fully 50% ($n=1121$) could not count by tens to one hundred; 25% succeeded; and 25% failed altogether. 50% counted at least as far as forty. Over 90% counted ten objects correctly and 75% at least through fourteen ($n=1222$). The children were able to reproduce to verbal prompting (not copy) with considerable accuracy the numbers 5, 6, 7, 8 and 10 (about 50% or more). The number 5 proved an appreciably easier one to reproduce than the others. Naming numbers (including identification) was found to be only slightly more difficult than reproducing the numbers. The ability to combine ten number combinations was tested. Nearly half of the children succeeded with five combinations and only 11% failed in all. The items were selected from the Knight-Behren group (11-81 in difficulty). $5+1$ proved easiest; $4+5$, most difficult. Half of the children answered successfully at least five of ten addition combinations (from Knight-Behren, 10-88) when objects were concealed. When the objects were visible, more than half of the children answered all combinations correctly. $6+4$ was most difficult. Supplementary findings are reported for kindergarten children in Cleveland and for 1100 school entrants in Cincinnati.—*P. A. Witty* (Kansas).

2490. Cady, B. C., & Cady, V. M. Fitting the camp leader to meet social hygiene problems. *J. Soc. Hygiene*, 1929, 15, 513-519.—Sex education can be approached during camp life because of the emphasis on nature and the out-of-doors. Camp leaders should be trained to contribute the point of view of social hygiene, especially in cases where sex perversion, problems of menstruation, and the question of nudity in boys' and girls' camps are brought to light.—*D. Grauer* (Chicago).

2491. Candee, B. Four objective criteria in the selection of children for high-school scholarships. *School & Soc.*, 1930, 31, 408-410.—As a result of an analysis of some of the factors which determine the scholarship awards made by the Vocational Service for Juniors in New York City, the author concludes

that the child's IQ weighed most heavily in the considerations and that the other important factors in order of influence were reading achievement, arithmetic achievement, and acceleration in school progress.—*H. L. Koch* (Texas).

2492. Carreon, M. L. The 1929 testing program. *Philippine Pub. Schools*, 1929, 2, 437-446.—Results of tests in arithmetic are presented.—*L. W. Gellermann* (Clark).

2493. Carreon, M. L. Educational research. Results from the reading tests. *Philippine Pub. Schools*, 1930, 3, 115-118.—*R. R. Willoughby* (Clark).

2494. Carreon, M. L., & Baens, J. A survey in written composition. *Philippine Pub. Schools*, 1929, 2, 375-381.—Results of tests given in 1928 are presented in 4 charts and 4 tables.—*L. W. Gellermann* (Clark).

2495. Collings, E., & Wilson, M. O. *Psychology for teachers*. New York: Scribner's, 1930. Pp. viii + 474. \$2.00.—A treatment of psychology in terms of purposive behavior of school children. Chapter headings include: Purposive Behavior the Basis of Living Things, Education Through Purposive Behavior, Mechanisms of Purposive Behavior, The Law of Change in Purposive Behavior, How Changes Take Place in Purposive Behavior, The Nature of Purposive Behavior, Lines of Purposive Behavior, Guidance of Purposive Behavior, Nature of Guidance in Successful Purposing, Nature of Guidance in Successful Planning, Nature of Guidance in Successful Execution, Nature of Guidance in Successful Judging, How to Measure Guidance of Purposive Behavior, The Nature of Change in Purposive Behavior, Measurement of Changes in Purposive Behavior.—*M. B. Jensen* (Michigan Central State Teachers College).

2496. Conard, E. U., & Offerman, E. J. A test of speed and quality in manuscript writing as learned by adults. *Teach. Coll. Rec.*, 1930, 31, 449-467.—A report of an experiment conducted during the summer of 1928 at the University of Chicago under the direction of F. N. Freeman on 4 adults, using the motion picture technique. The subjects were photographed at the outset attempting manuscript writing and then after a week's practice. The photographs were projected, traced, and measured. Marked improvement in speed and quality of manuscript writing was found. Also, there was improvement in the cursive writing. "The findings herewith indicate that manuscript writing is a type of writing which can be acquired easily and quickly." Five tables, 5 graphs, and a bibliography of 10 titles are included.—*J. M. Stalnaker* (Purdue).

2497. Döring, W. O. *Psychologie der Schulklasse*. (Psychology of the school class.) *Handb. d. neueren Erziehungswiss.*, 1927, 4. Pp. 219.—A detailed report of an empirical investigation carried out by teachers of Lübeck under the direction of the author. The structure of the class-community as a whole was the object of investigation. A wealth of observation on the following subjects is reported: individuality of pupils, formation of groups, phenomena endanger-

ing the class community, objective and subjective community spirit, community activities, types of pupils and types of classes, relationship between the individual pupil and the class as a whole. The findings convince the author that a class is a *Wesensgemeinschaft* (organic unit) in Spranger's sense and a *Personoid* in the terminology of Stern.—(Courtesy *J. Educ. Res.*)

2498. Eells, W. C. An improvement in the theoretical basis of five point grading systems based on the normal probability curve. *J. Educ. Psychol.*, 1930, 21, 128-135.—Seven different proposed distributions of grades for a five-point grading system are examined and "are shown to have discrepancies from four to sixteen per cent in relative length of units between successive grade means. A standard distribution of A, B, C, D, E grades of 6-22-44-22-6 per cents is proposed. If it were adopted as a standard, the unit distance between true means of successive grade groups, on the assumption of normality of distribution, would be uniformly one sigma, with an error of less than one per cent."—*J. A. McGeoch* (Arkansas).

2499. Elliott, M. K. Use of a question box in a guidance period. *Voc. Guid. Mag.*, 1930, 8, 276-280.—An account of the use of a question box as a means of securing topics for discussion in six eighth-grade classes in guidance.—*M. B. Jensen* (Michigan Central State Teachers College).

2500. Exner, M. J. Progress in sex education. *J. Soc. Hygiene*, 1929, 15, 393-407.—In the past there was a shrinking attitude on the part of the public with respect to the subject of sex. Special lectures on sex with emphasis either on "the hard, cold facts" of venereal disease or the sentimentality and exaggeration of the moralists marked the next stage in development. The distinguishing characteristic of the present-day attitude is the insistence on the normal side of sex education as a part of character education. In contrast to the "sex talks" of former times is the modern teaching of the facts of sex in conjunction with courses in biology, psychology, sociology, etc. The growing demand for the training of teachers in methods of sex education is the most significant trend in recent times.—*D. Grauer* (Chicago).

2501. Flory, C. D. Personality rating of prospective teachers. *Educ. Admin. & Supervision*, 1930, 16, 135-143.—The author presents a list of personality traits observed in the best and poorest high-school teachers by 370 college students, a rating scale of 25 traits based upon the above analysis, and a brief statement of the relationship between self-ratings and ratings by friends. The evidence of the study seems to indicate that one can determine his own strength or weakness in personality about as well as his friends can.—(Courtesy *J. Educ. Res.*)

2502. Gastpar, —. *Der Körperzustand der Hilfschüler*. (The physical condition of retarded pupils.) *Hilfsschule*, 1929, 22, 641-649.—The author starts with the fundamental assumption that the physical condition of a person is closely connected with the expressions of his intellect and psyche. He then

states what kinds of reasons led to the retardation of entering pupils in Stuttgart. They were as follows: general debility 61.5%, scrofula 8.5%, rickets 9.5%, tuberculosis 3.5%, other diseases 12.7%, idiocy and imbecility 4.3%. The number of all the retarded children was 8% during the last year of reporting. Of these, 92% were eligible for the kindergarten. The school for retarded children received 1.06% in 1923, 1.4% in 1924, 1.05% in 1925, 1.2% in 1926, 0.9% in 1927. The number of children with adenoids has increased since 1921. This is also the case with nervous disturbances. Inheritance could be ascertained in 46.3% of the cases. Past illness was the cause of feeble-mindedness in 9% of the cases, defects in the milieu in 37%. No cause could be found in 7.7% of all the cases. The author closes with the demand not to fill the available places in this welfare work with hopeless cases but to bring there only patients that can be improved. The school for retarded children too must be freed from those cases for which its work is in vain.—*O. Seeling* (Berlin).

2503. **Greene, C. E., & Buswell, G. T.** *Testing, diagnosis, and remedial work in arithmetic.* 29th Yrbk. Nat. Soc. Stud. Educ., 1930, Part 1, 269-319.—This chapter starts with a brief presentation of the purposes and uses of different types of arithmetic tests. Survey tests aim to secure an objective sampling of pupil achievement in a wide range of subject matter. Comparisons of attainment are often made with nation-wide norms and a measure of general standing thus is secured. Since such measures are general, once in every four or five years is perhaps often enough to make such studies. Diagnostic tests should be used to obtain exact and more meaningful measures of group and individual difficulties. An excellent discussion of the purposes and uses of these tests follows. A consideration of the content and construction of the several types of tests is presented as well as a detailed explanation of the improvement qualities of a good test. A discussion of some of the reasons for arithmetic failure is given in the following section of this article and the next presents methods for the diagnosis of individual and group difficulties. The final section gives a rather comprehensive short treatment of remedial work.—*P. A. Witty* (Kansas).

2504. **Hanna, P. R.** *Arithmetic problem solving. A study of the relative effectiveness of three methods of problem solving.* New York: Teachers College, 1930. Pp. 68. \$1.00.—The three methods used were (1) the "dependencies" method, as developed by Clark, (2) the "conventional formula" method, which is the one most frequently recommended in textbooks and professional literature, and (3) the "individual" method, which is the most widely used of all methods today. Twenty-four fourth and seventh grades were included in this experiment. A control group was used. The "conventional formula" method resulted in less gain than either of the other two.—*L. A. Averill* (Worcester State Normal).

2505. **Harper, R. M.** *Matrimonial prospects of southern college women.* *J. Hered.*, 1930, 21, 29-33.—The author has made a study of the 1926 alumnae

directories of the Georgia State College for Women and the Florida State College for Women, and the 1927 directory of Agnes Scott College. About 60% of graduates of more than ten years' standing have married. The proportion married among graduates of Agnes Scott previous to 1916 is nearly 70%, while non-graduates for the same period averaged less than 60%. In the class of 1918, however, there were 70.2% married among the non-graduates and only 51.6% among the graduates. The non-graduates have maintained the lead ever since.—*B. S. Burks* (Stanford).

2506. **Hartman, G.** *New schools abroad. Survey*, 1929, 62, 176-179.—European schools of the newer type are described. Emphasis is laid on the study of the concrete and of the immediate environment, both social and physical, as well as on the development of individuality.—*D. Grauer* (Chicago).

2507. **Herriott, M. E.** *Attitudes as factors of scholastic success.* *Univ. Illinois Bull.*, 1929, 27, No. 2. Pp. 72.—Chapter I defines terms and reviews 8 of 32 investigations that seemed to offer particularly valuable suggestions to the author. Chapter II deals with the securing of data from 260 students taking elementary educational psychology and from 113 students taking technique of teaching at the University of Illinois during the second semester of 1927-28. The following factors were studied: (1) previous training as measured by marks in prerequisite courses and scores on a specially constructed "training test"; (2) intelligence as measured by the Brown University Psychological Examination; (3) reading ability as evidenced on specially constructed tests of rate and comprehension; (4) study habits (by questionnaire); and (5) attitudes (from ratings by instructors). The data are treated by zero order and partial correlation technique, from which it is concluded that the major factors of scholastic success are: (1) previous preparation; (2) intelligence; (3) study habits; (4) evaluative vs. non-evaluative attitude; (5) persevering vs. vacillating attitude; (6) self-confident vs. dependent attitude. The first five are related positively to scholastic success and the last negatively. An extensive bibliography is also presented.—*M. B. Jensen* (Michigan Central State Teachers College).

2508. **Irwin, E.** *The teacher steps out. Survey*, 1929, 63, 340-341.—"The modern classroom is one of life, of activity, of self-expression for every one in it—not only for the pupils but for the teacher." There is a marked contrast between the old and the new type of teacher.—*D. Grauer* (Chicago).

2509. **Johnston, E. G.** *Point systems and awards.* New York: Barnes, 1930. Pp. xiv + 160. \$1.00.—A study of point systems based upon: (1) questionnaire returns from 350 high schools from all the states of the Union, and (2) a survey of pupil participation in extra-curricular activities in the Columbia High School of South Orange, New Jersey. The discussion deals with: types of point systems in use, limiting participation in extra-curricular activities, stimulating participation in extra-curricular activities, guidance and the point system, administra-

tion of a point system, installing a point system, summary and recommendations.—*M. B. Jensen* (Michigan Central State Teachers College).

2510. Knight, F. B. Introduction. *29th Yrbk. Nat. Soc. Stud. Educ.*, 1930, Part 1, 1-7.—The Twenty-ninth Yearbook aims to discuss certain crucial problems in arithmetic and to suggest practical usages for teachers and supervisors. An effort has been made by every member of the committee to avoid urging any point of view not supported by fact. The facts are presented in terms not only of the child's present status and needs but also in view of the demands which will be placed upon him later. "We should teach, then, those skills, informations, judgments, attitudes, habits, ideals, and ambitions which the child will find adequate and satisfying to the most important part of his whole self; that is, to his future adulthood as well as to his present childhood." Theoretically, the psychological basis of this volume is a behavioristic one, which considers skills and habits as fabrics of connections. Felt needs are considered necessary motives of school work; they must be evaluated, however, and properly organized practice must not be slighted. What to teach should be decided by discerning adults who will base their decision upon objective scientific data. How to teach must be determined by a virile psychology which utilizes all the dynamics of learning.—*P. A. Witty* (Kansas).

2511. Knight, F. B. Some considerations of method. *29th Yrbk. Nat. Soc. Stud. Educ.*, 1930, Part 1, 145-267.—The following principles of curriculum construction are discussed in sections one and two of this article: (1) Specifics of the curriculum should be selected in terms of utility. *Teach what is useful to the average citizen in every day life.* This is one only of several dominating determiners of curriculum content. The curriculum should be affected by prudent discovery of needs not now present in adult life. Penetrating studies in social, economic, and private uses of arithmetic should aim to determine, not only what adults *do*, but also what they *should do*. (2) A willingness to practice the new curricula must be developed. E.g., a substitution of a universal metric system for our clumsy system of denominate numbers would be a clear social gain. Adults and teachers especially should eliminate awkward and indefensible methods by which they themselves learned the specifics they teach. (3) Improved criteria must be developed by means of which teachers *can* and *will desire* to judge pros and cons of many crucial controversies. (4) The curriculum should be built in such a way that it will facilitate initiative and self-direction on the part of the pupil. (5) The specifics of the curriculum should be selected in strict accord with the known facts of learning. The writer discusses also the need for scientific data regarding specific methods; he illustrates the need by somewhat complete and detailed analyses of interference, subject-matter difficulty, individual variability in learning, and motivation, and exact case histories of learning. The third section stresses the importance of pedagogical knowledge in teaching

arithmetic. This is illustrated by a detailed job analysis in teaching long division. This is followed by a warning regarding the inadequacies developing from exclusive dependence upon mathematical knowledge in teaching arithmetic; several examples are given. The fourth section stresses the importance of analyzing the psychological or learning characteristics of any specific topic in arithmetic. Correct work involves the proper integration of skills. An arithmetic process is an hierarchy of complex abilities; the child must learn the skills and so integrate them that some may be selected for use at the moment. The operation of the several skills, however, must proceed in the correct order. The fifth section presents an instructional analysis of the task of teaching the addition of whole numbers. Sections six to eleven inclusive present analyses of representative textbooks. Summary presentations of the basic addition facts taught in the third grade according to the median of eight current arithmetic texts are presented and similar analyses are included for eight texts used above grade three. Analyses of representative text-book practice in presenting common fractions, percentage, and other processes reveal the present status of instructional material. Vital issues relative to effective drill are dealt with in sections twelve and thirteen.—*P. A. Witty* (Kansas).

2512. Knight, F. B., & McClure, W. E. Arithmetic neatness scale. New York: Scott, Foresman, 1927.—A wall chart with graded samples ranging from zero to nine.—*M. B. Jensen* (Michigan Central State Teachers College).

2513. Leonard, J. P. The use of practice exercises in teaching capitalization and punctuation. *J. Educ. Res.*, 1930, 21, 186-190.—The study is an effort to determine whether exercises such as proof-reading, error correction and dictation improve the pupils' abilities to write compositions that are free from punctuation and capitalization errors. 82 pupils from the 8th and 9th grades of the Ethical Culture School in New York City acted as subjects. Each pupil was given the Terman Group Test of Mental Ability; the Pressey Diagnostic Tests in English Composition and the Leonard Proof-reading Test in Punctuation. Both the experimental and control groups showed a gain as the result of instruction, but the gain of the experimental group was twice that of the control group. The author concludes that "practice exercises were decidedly more economical and effective in teaching punctuation and capitalization to these pupils than the conventional method."—*S. W. Fernberger* (Pennsylvania).

2514. Luria, M. A., & Orleans, J. S. Luria-Orleans modern language prognosis test. Yonkers-on-Hudson: World Book, 1930. (Per pkg. of 25) \$1.30.—"With this test it is possible to foretell within reasonable limits what success students may be expected to have in studying French, Spanish, and Italian." The multiple correlation between scores on the test and teachers' marks was found to be .68.—*M. B. Jensen* (Michigan Central State Teachers College).

2515. Miller, C. R. Educational publicity for Teachers College. *Teach. Coll. Rec.*, 1930, 31, 410-421.—Two methods of attempting to obtain newspaper publicity are available: (1) a publicity office, through which all contacts are made. (2) "Permit faculty and staff members to have such contacts with the press as they and the press may care to make." If the faculty "desire to have their activities . . . made the basis of news articles, they must accept the fact that such news is subject to the same process of selection (involving omission, editing and emphasis) as all other articles." In Teachers College (Columbia) there is no publicity bureau, but the Bureau of Educational Service does attempt to give courteous cooperation, as do members of the faculty and staff.—J. M. Stalnaker (Purdue).

2516. Mosley, J. Schools for grown-ups. *Survey*, 1929, 62, 180-181.—A questionnaire sent to a thousand adult students at the University of Wisconsin extension center in Milwaukee indicated that almost half were interested in purely cultural subjects of instruction. As a result of this study special "Foundations of Liberal Education" courses were instituted and 461 adults were enrolled.—D. Grauer (Chicago).

2517. Muchow, M. Psychologische Probleme der frühen Erziehung. (Psychological problem of early education.) *Akad. gemein. Wiss. z. Erfurt*, 1929, 19. Pp. 86.—This pamphlet contains four lectures given at the convention on kindergarten education at the Akademie in September, 1928. Its purpose is to formulate more definitely practical problems of kindergarten education by means of certain viewpoints ascertained through scientific research. The discussions are closely related to concrete formations of the organization of child education, and they seek by critical segregation and articulation to clarify questionable points. The presumptions of modern research in the psychology of the child, and the problem of *Gemeinschaftsgestaltung* (community formation) especially are being investigated. The author concludes that neither "learning from Montessori" nor "back to Froebel" can be considered as a solution to problems of kindergarten education, but that modern psychological research must give the foundation for such educational work.—(Courtesy J. Educ. Res.)

2518. Mueller, A. D. A vocational and socio-educational survey of graduates and non-graduates of small high schools in New England. *Genet. Psychol. Monog.*, 1929, 6, 313-395.—The investigation embraces all students (2153) who entered 26 representative small high schools of New England during the five-year period 1910 to 1914 inclusive. Data bearing upon the in-school and out-of-school life of each student were secured: (1) from school records; (2) from the student himself, by means of a brief questionnaire (622 cases); and (3) from other sources (1177 cases). The presentation and discussion of results and the statement of conclusions concerning graduates and non-graduates are divided into six chapters, dealing with the following topics:

(1) occupation; (2) school marks; (3) migration; (4) size of family; (5) extra-curricular activities; (6) relative earning power. The following are a few of the results: More non-graduate than graduate females take up home-making as a life work. The professions attract but 9% of non-graduates as opposed to 24.7% of graduates. The trades and industries and common labor are receiving a larger percentage of non-graduates today than they did formerly. The more progressive the farmer, the greater is the likelihood that his child will select a "white collar" occupation after leaving high school. The chances appear to be 1 to 4.4 that the farmer's child will take up teaching as a career after leaving high school. The median average scholarship mark for graduates is 82 and for non-graduates 74. The correlation for school marks and number of years attended is .41. The professions select their recruits from the two upper tertiles of high school marks. Out of 2113 students, 40.9% are now living in the community where they attended high school. The smaller the size of the family the greater is the likelihood that the student will persist in high school. There is a slight tendency for boys to drop out of high school if they are the older members of the family. High school scholarship is not conditioned by size of family. About 12% of all students participate in more than two extra-curricular activities, 20% participate in two, 36% in one, and about 33% do not participate in any. There is no relation between the number of extra-curricular activities a student participates in and either his school persistence or his marks. The average monthly salary of graduates since leaving high school is \$107.00; for non-graduates it is \$99.70. Over 70% of the salaries from \$210.00 and up, go to graduates. Bibliography of 13 titles.—L. W. Gellermann (Clark).

2519. Newland, T. E. A study of the specific illegibilities found in the writing of Arabic numerals. *J. Educ. Res.*, 1930, 21, 177-185.—A study to discover whether any particular Arabic numerals tend to be misread more frequently than others and whether or not certain illegibilities appearing in the elementary grades tend to persist with increasing age. The study was made on a daily arithmetic paper from 128 pupils from Grades 3B to 4A; similar papers from 159 students from grades 7B to 9A; and a sampling of adult handwriting from clerks, personal checks and luggage checks. The criterion of illegibility was whether any numeral required a second glance on the part of the reader. The author finds that adults write Arabic numerals illegibly about 4 times out of a 100 or about twice as frequently as do either the elementary or junior high-school pupils. Certain numerals are more frequently illegible than others, but the order is different for the school groups and the adults. The author suggests remedial procedures, especially for the writing of the 5.—S. W. Fernberger (Pennsylvania).

2520. Odell, C. W. Educational tests for use in high schools. (3d rev. ed.) *Univ. Illinois Bull.*, 1929, 27. Pp. 50.—A descriptive list of tests for use in high school together with a brief discussion of the

fundamental bases of testing.—*M. B. Jensen* (Michigan Central State Teachers College).

2521. Orata, P. T. A critical appraisal of various teacher rating plans and suggestions for a more constructive method of evaluating teachers' efficiency. *Philippine Pub. Schools*, 1929, 2, 318-322.—Discusses "the so-called objective devices for measuring teacher efficiency, such as the score card, the man-to-man comparison scales, and the measurements of the teacher's efficiency based upon the achievement of the pupils." It concludes that none of these methods "is adequate both from the results of experiments and of logical common sense." Advocates "a generalized impression based upon intimate contacts with the teacher's performances."—*L. W. Gellermann* (Clark).

2522. Ortmann, H. *Verkehrsunterricht für unsere Schwachsinnigen*. (Instruction in trade for our feeble-minded children.) *Hilfsschule*, 1929, 22, 727-732.—The author stands for increased instruction in trade in the school for retarded children. He places special emphasis on exercises in trade. This seems all the more necessary to him since feeble-minded persons are in the truest sense of the word "sinners in trade."—*O. Seeling* (Berlin).

2523. Pear, T. H. *The art of study*. London: Kegan Paul, 1930. Pp. vii + 117. 7/6.—While study demands hard work, patience and courage, it may be the source also of great pleasure. This book tries to show the student how to combine enjoyment with effectiveness in learning. Some of the points are: methods must be adapted to the individual; formation of right habits of study is invaluable; types of lectures (didactic, instructional, inspirational) demand different attitudes of attention; various devices aid in concentration and in memorizing; learning curves show frequent plateaux; generally speaking, there is no transfer of learning or facility; size up a book before undertaking to study it.—*M. P. Montgomery* (Faribault, Minn.).

2524. Peatman, J. G. The influence of weighted true-false test scores on grades. *J. Educ. Psychol.*, 1930, 21, 143-147.—E. L. Clark's formula. (*J. Educ. Psychol.*, 1928) for obtaining weighted total scores on true-false tests is examined upon six weekly quizzes of 25 statements each and upon the final examination of 100 statements, all of which had been taken by 73 students. It is concluded that the use of Clark's formula in determining relative standing or grades is unjustified both because of the high correspondence between original and weighted scores and because of the great amount of labor involved in its application. The formula may still be useful in ascertaining the relative merits of particular units.—*J. A. McGeoch* (Arkansas).

2525. Polak, A. *Aanleg-bepaling door de ouders*. (Guidance by parents.) *Jeugd en Beroep*, 1930, 3, 44-46.—A girl, almost 14 years old, is about to leave the elementary school. It is not financially necessary for her to go to work immediately. How can her parents advise her concerning the subsequent education most likely to prepare her ultimately for a vo-

cation? First, having an understanding of the nature of her talents and interests, they can determine for what general fields of activity she is least suited. Then they can show her to what extent, by taking the courses of study offered at schools of specific nature, she will be enabled to qualify for the type of occupation which in general she prefers. The types of school—ranging from gymnasium to trades school—appropriate to the development of different existing general talents are specified by the writer.—*O. L. Harvey* (Pittsburgh).

2526. Pressey, L. C., & Pressey, S. L. Training college freshmen to read. *J. Educ. Res.*, 1930, 21, 203-211.—The authors selected 422 students of those who scored lowest in reading in the University Intelligence Test at Ohio State University for remedial training, over a period of seven weeks. This training consisted in both lectures on the mechanics of reading and in practice drills. The authors find that the academic work for two quarters of those trained is definitely superior to that done by similar groups of students of the same initial intelligence and reading skill. "It is concluded that training college students to read is entirely feasible and results in real gains in academic work."—*S. W. Fernberger* (Pennsylvania).

2527. Prosser, M. R. A study of the scholastic performance of freshman women at the State University of Iowa, 1927-1928. *Univ. Iowa Stud.: Stud. Educ.*, 1928, 5, No. 2. Pp. 63.—The outstanding factor in the scholastic performance of 337 freshman women was found to be ability. A correlation of .69 was obtained between the Iowa Qualifying Examination average and the grade point average. Students with superior ability studied least. Factors connected with poor work were poor preparation, poor use of time, overwork, anxiety about money, poor health, timidity, lack of self-confidence, indifference and headstrong disregard of obligations.—*B. Wellman* (Iowa).

2528. Reed, A. Y. Increasing personality assets. *Survey*, 1929, 62, 245-246.—The attitudes and habits of teachers have an important influence on the personality of their pupils. "Good taste," honesty in facing facts, an atmosphere inviting frankness, and seriousness of purpose are among these desirable traits.—*D. Grauer* (Chicago).

2529. Ritchie, F. M. An enquiry as to the reasons for the choice of occupations among secondary pupils. II. In a girls' school. *Forum Educ.*, 1930, 8, 45-64.—Reports from 292 girls in a secondary school in the Midlands as to occupational preference with reasons showed that two-thirds to five-sixths chose on inadequate grounds. Mistaken ideas as to the kind of work and kinds of capacities involved in a particular occupation occur in 6.5% of the cases. "Respectability" influences 4%. Other trivial reasons are expressed by 14% as compared with 6% in the cases of boys similarly studied. Individual quotations constitute major portion of the report.—*K. M. Cowdery* (Stanford).

2530. Buch, G. M., Knight, F. B., Greene, H. A., & Studebaker, J. W. *Compass diagnostic tests in arithmetic*. New York: Scott, Foresman, 1925.—A set of twenty tests covering the fundamental processes, with 64-page manual.—M. B. Jensen (Michigan Central State Teachers College).

2531. Russell, C. *Standard tests, a handbook for the classroom teacher*. Boston: Ginn, 1930. Pp. v+516. \$2.00.—The background and development of measures are given. There is a classification and discussion of standard and classroom tests, with directions for construction, giving, and scoring. To give meaning to raw scores, the following measures have been devised: measures of mass, including order distribution, rank distribution, frequency distribution, and frequency surface; measures of points, including crude mode, median, quartile points, and mean; measures of achievement, including especially grade scale, age scale, and T scale; measures of ability, the grade, MA, and T and B scores in intelligence; measures of rate, the rate of learning; measures of effort, which measure achievement in terms of ability, and achievement ratio, or F score. Each measure and its derivation are fully discussed. In classification of pupils, the achievement, ability, rate, and effort measures, and the T scale, age scale, and age and grade scales combined may be used. Suggestions in the diagnosis of individuals, classes, and schools are developed. Difficulties in rating pupils would be largely overcome by combining standard and classroom tests. The use of tests in teaching is fully discussed. There is a summary at the end of each chapter, and an index.—M. I. Goodrie (Milbank, S. D.).

2532. Russell, W. F. *Report of the dean of Teachers College*. *Teach. Coll. Rec.*, 1930, 31, 395-409.—An excerpt from a bulletin comprising the report of the dean and the reports of the directors of the several schools, institutes, and administrative departments of the college.—J. M. Stalnaker (Purdue).

2533. Schmidt, Th. *Der Rechenunterricht im ersten Hilfsschuljahr und seine psychologische Grundlage*. (Instruction in arithmetic in the first year of the school for retarded children and its psychological foundation.) *Hilfsschule*, 1929, 22, 705-713.—At first the author touches upon the fact that there exists a confusing abundance of ways and means in arithmetic. He then criticizes the usual textbooks and means in arithmetic, which attempt to get as quickly as possible to the number concept or the number idea. Through this early abstraction these expedients become removed from reality and life. In fact, however, the realm of numbers has a very real basis. Therefore the author demands a kind of arithmetic in which abstraction does not gain the upper hand. Staying with the purely concrete is in reality not a slowing down or a disadvantage, but a natural step in development. On the whole the author's presentation shows (1) that not the theoretical interest but the practical interest in numbers must stand in the foreground, and (2) that the children in the first year of the school for retarded

children do not practice arithmetic rules but collect experience.—O. Seeling (Berlin).

2534. Schwartz, L. [Psychotechnics and advice as to future occupation.] *Schweiz. med. Woch.*, 1929 (Oct.).—R. R. Willoughby (Clark).

2535. Scott, A. W. *A comparative study of responses of children of different nationalities and environments on intelligence and achievement tests*. New York: Teachers College, 1930. Pp. 30. \$1.50.—R. R. Willoughby (Clark).

2536. Smith, G. *How to construct and use non-standardized objective tests*. Fowler, Ind.: Benton Review Shop, 1929. Pp. 168. \$1.50.—R. R. Willoughby (Clark).

2537. Snodden, D. *Towards functional uses of social studies in school education*. *Teach. Coll. Rec.*, 1930, 31, 430-448.—This article presents "in much condensed form a variety of analyses, first of the social studies themselves, and then of their possible siftings towards really functional extracts . . . the reader is invited to consider the findings submitted herewith as a series of more or less debatable postulates and hypotheses."—J. M. Stalnaker (Purdue).

2538. Staffelbach, E. H. *Weighting responses in true-false examinations*. *J. Educ. Psychol.*, 1930, 21, 136-139.—Using as a criterion the average of seven half-semester marks in social science subjects, weights are computed for correct and incorrect responses and for omissions. The incorrect responses are weighted slightly more heavily (.55 as compared to .50) on the negative side than are the correct responses on the positive side. Since the difference is small, the chance theory of weighting might seem valid. However, the weight for omissions is roughly seven-tenths as great as that for correct responses, which discredits the chance equation whereby omissions are given a weight of zero.—J. A. McGeoch (Arkansas).

2539. Stern, E. *Die Stellung der Heilpädagogik in der Lehrerbildung*. (The place of therapeutic pedagogy in the training of teachers.) *Zsch. f. Kinderforsch.*, 1930, 36, 170-177.—The author maintains that training in therapeutic pedagogy is absolutely necessary for all public school teachers. He admits, of course, that with a course of only four semesters and the overburdening of the curriculum the inclusion of a new subject is impossible. Stern then examines the concept of therapeutic pedagogy. He means by this term the "theory of education of children that have gone mentally astray." To these belong among others cripples, those with deficient hearing and vision, stutterers. Since therapeutic pedagogy is a field on the border-line, the physician looks at it differently from the educator. Stern demands training for all teachers in regard to the complex of psychological questions, but not the pedagogical ones. The author further demands of every teacher an attitude free from all values toward the strayed child. According to the author the psychologist cannot be teacher of psychopathology and of therapeutic pedagogy; but only the physician who

has been trained in psychiatry and juvenile peculiarities can do so. Stern desires the establishment of special institutes for therapeutic pedagogy connected with an educational guidance bureau and integrated with the pedagogical academies. Of the available four-semester course one semester should be reserved for therapeutic pedagogy, with a curtailment of other subjects in the curriculum.—O. Seeling (Berlin).

2540. Suckow, —. *Die Zahl im Gesamterlebnis des Kindes und ihre Lösung aus ganzheitlichen Bindungen durch geeignete Anschauungsmittel.* (Number in the total experience of the child and its separation from the connections of the whole through appropriate means of illustration.) *Hilfsschule*, 1929, 22, 666-668.—In conjunction with the "complex-gestalt-totality psychology" the author stands for a timely and skilful separation of the connection of number with the total experience. In this regard he demands for the school for retarded children specially shaped means of illustration in order to awake and articulate in an observable form the child's consciousness of numbers from its structural connection with the total experience. The number peg board by Volkelt in Leipzig seems to him useful for feeble-minded children.—O. Seeling (Berlin).

2541. Suter, J. *Aus der psychologischen Institutspraxis. "Der hoffnungslose Student."* (A case from the psychological institute. "The hopeless student.") *Psychol. Rundschau*, 1929, 1, 246-250.—A spoiled child failed in two schools. His father brought him to the institute for advice. Upon examination the child was found to be slightly above normal in general intelligence, lacking in concentration of attention and school information. He was put into a private school with a special tutor who interested him in his work by casually raising questions about objects in his environment. After 2½ months he was progressing well.—M. B. Mitchell (Yale).

2542. Symonds, P. M. *A foreign language prognosis test.* *Teach. Coll. Rec.*, 1930, 31, 540-556.—A report which gives the predictive data as well as a description of the third revised form of a modern language prognosis test. The validity, that is, the correlation between the score on an achievement test and the score on the prognosis test, for four schools, totaling 253 students, was .71. The factors which prevent this coefficient from being higher are unreliability of measuring instruments, lack of measure of studiousness, school attitude, outside activities, interests, etc. Nine tables are given.—J. M. Stalnaker (Purdue).

2543. Toops, H. A. *Studying the college student.* *Survey*, 1929, 62, 247-248.—Objective tests in college, relationship between intelligence test scores and scholarship, the vocational interests of students, and a discussion of the Antioch plan were among the topics treated at the Vocational Guidance and Personnel Research Federation meetings.—D. Grauer (Chicago).

2544. Trinidad, V. *A testing program for normal schools.* *Philippine Pub. Schools*, 1929, 2, 407-

412.—The uses of standardized tests in normal schools are discussed under the following heads: (1) predicting success in teaching; (2) basis of classification; (3) measurement of pupil progress; (4) diagnostic purposes; (5) comparative purposes. In conclusion a set of principles is offered to govern such a testing program.—L. W. Gellermann (Clark).

2545. Tyson, H. G. *The education of clients' children.* *Survey*, 1929, 62, 607-608.—Schedules for 260 children from 103 families, most of which were receiving continuous relief from the Jewish Family Welfare Association of Pittsburgh, indicate that 30% of the group were accelerated in school and 20% were retarded. Provisions are made for vocational guidance, high school education and trade training of these children.—D. Grauer (Chicago).

2546. Van Det, E. J. *Uit die praktijk: vlugtig bezoek.* (From practice: a hasty visit.) *Jeugd en Beroep*, 1930, 3, 57-60.—A girl wishes to become a nurse. Her mother prefers her to remain at home engaged in social affairs. They consult the writer, who, agreeing with the girl's independent attitude, nevertheless has to point out to her the fact that she as yet lacks the necessary scholastic qualifications.—O. L. Harvey (Pittsburgh).

2547. [Various.] *The superintendent surveys supervision.* Washington, D. C.: Dept. of Superintendence, 1930. (Eighth yearbook.) Pp. 471.—W. S. Hunter (Clark).

2548. Vorontzova-Shirokova, N. [Analogy (mixed relations) tests given to students of a secondary school.] *Zhurnal Psikhologii, Pedologii, i Psikhotekhniki* (B), No. 2, 41-54.—A mixed relations test of 30 items was given to 73 students (35 boys and 38 girls) of a secondary school. The students were divided into 3 age groups of 11-12, 13-14, and 15-16 years. The results show that the ranges of the scores were 27-53, 23-55, and 37-56 for the three age groups respectively, while the medians for the same groups were 38, 40.5, and 46.5. The *r*'s between this test and teachers' ratings were .81, .80, and .78 respectively.—H. S. Razran (Columbia).

2549. Watson, G., & Newcomb, T. N. *Improving reading ability among teachers college students.* *Teach. Coll. Rec.*, 1930, 31, 535-539.—Two hundred graduate students in a first course in educational psychology were asked to read as rapidly as is consistent with understanding for 10 minutes on a non-fiction book of their own selection, supposedly equal in difficulty to the textbook. After six 10-minute practice periods devoted to reading in the textbook on each of 6 successive days, a second 10-minute test from the original book was given. During the practice time, suggestions were given on how to improve reading ability. No measures of comprehension are mentioned. 15 to 20% increase in speed was found. No control group was used.—J. M. Stalnaker (Purdue).

2550. Welte, H. D., & Knight, F. B. *Standard service geometry work book, teacher's edition.* New York: Scott, Foresman, 1929. Pp. xviii + 74.

—M. B. Jensen (Michigan Central State Teachers College).

2551. Wilson, H. E. Further comments on the scoring of continuity tests. *School Rev.*, 1930, 38, 115-123.—(Courtesy *J. Educ. Res.*)

2552. Winch, W. H. Dates versus centuries in teaching chronology to school children. Part I. *Forum Educ.*, 1930, 8, 32-41.—Seventy-two girls in standards V, VI, and VII in two equalized groups, tested as to knowledge of chronology of outstanding facts in history, were then taught separately new material by specific dates and by centuries only, but in both cases with emphasis on the events and not on the time elements. They were given final tests dealing primarily with the time of these events. The "date group" won an "overwhelming victory" in remembering dates and a slight superiority in reporting centuries. The scores were equal for memory of associated events.—K. M. Cowdery (Stanford).

2553. Withers, J. W. The scientific method in the study of education. *J. Educ. Res.*, 1930, 21, 212-220.—Analysis of the administrative basis for scientific research in education in a school system, particularly with regard to the qualifications of the director.—S. W. Fernberger (Pennsylvania).

2554. Yurovskaya, M. A. [Psychotechnical verification of information in schools of political education.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, 1928, No. 2, 29-40.—35 auditors of 3 schools of political education were given the following group tests: (1) Cancellation, association, analogy finding, dissected sentences, and number series—all purporting to test general intelligence. (2) Tests of general information as standardized by Spielrein in his *The Language of the Red Army Soldier*. (3) Tests of political education in which knowledge of political events and concepts was gauged by definition, completion, and multiple choice. The tests were scored on a basis of 100. The results show that the average score in the general intelligence tests was 26.1 in one school, 31.0 in the second, and 44.4 in the third. The average score in political education for two schools was 49.5, while the average scores in general information were still higher. Nothing definite is given about norms.—H. S. Rasran (Columbia).

[See also abstracts 2268, 2425, 2466.]

BIOMETRY AND STATISTICS

2555. Berkson, J. Bayes' theorem. *Ann. Math. Statist.*, 1930, 1, 42-56.—Bayes' theorem and a modification of Laplace's extension of it are derived and discussed. So far as logic is concerned, statistical procedure rests on an insecure foundation. Experience has shown, however, that in general the formulae of applied statistics are good approximations.—A. K. Kurtz (Civil Service Commission).

2556. Erschowitz, N. Beitrag zur Vereinfachung der Errechnung von Korrelationskoeffizienten. (A contribution to the simplification of the calculation of correlation coefficients.) *Indus. Psychotechn.*, 1929, 6, 358-363.—The writer presents a procedure, with

nomograms, for computing rank-difference correlations.—A. W. Kornhauser (Chicago).

2557. Miner, J. E. The correlation of sums. *Human Biol.*, 1930, 2, 134-136.—A formula is given with brief derivation for the correlation of the first variable with the sum of the other variables and is illustrated by the correlation of the white homicide rate with the per cent of the ethnic stocks in the population.—O. W. Richards (Clark).

2558. Rulon, P. J. A graph for estimating reliability in one range, knowing it in another. *J. Educ. Psychol.*, 1930, 21, 140-142.—The graph is based on the formula:

$$\frac{\sigma}{\bar{z}} = \frac{\sqrt{1-R}}{\sqrt{1-r}}$$

—J. A. McGeoch (Arkansas).

2559. Wicksell, S. D. Remarks on regression. *Ann. Math. Statist.*, 1930, 1, 3-13.—A general formula for non-linear regression is given, defining the regression of y on x as a parabola of any given degree. Because of the large standard error of the higher moments used in fitting such a curve, a method is shown for obtaining the moments of higher order from those of lower order by the use of semi-invariants. A special formula is developed for cubic regression, based upon Thiele's theory of frequency functions. The four constants in the equation are evaluated in terms of semi-invariants and correlation coefficients of higher order. Standard errors are given both for these constants and for the semi-invariants and correlation coefficients of higher order used in obtaining them.—A. K. Kurtz (Civil Service Commission).

MENTAL TESTS

2560. Bayer, E. Neue Proben für die Eignungsprüfung. (New tests for aptitude examination.) *Indus. Psychotechn.*, 1929, 6, 398-391.—Two tests are described, one a mechanical assembly test, the other an immediate memory test in which a mechanical counter records the number of times the subject has to revert to the material to be reproduced.—A. W. Kornhauser (Chicago).

2561. Cattell, P. Comparability of IQ's obtained from different tests at different IQ levels. *School & Soc.*, 1930, 31, 437-442.—Using data gathered during the Harvard Growth Investigation and involving 250-350 children, the author has made a comparative study of 9 well-known intelligence tests with a view primarily to determining whether the various instruments agree equally well in their ratings of children found at different IQ levels. She concludes that: (1) while the tests may tend to rate similarly children of average brightness, they may give widely divergent results for children whose IQ's fall at the extremes of the range; (2) a high inter-test correlation does not necessarily signify that the absolute size of corresponding IQ's in the two series are in close accord; and (3) IQ's obtained from group tests do not always exhibit a wider scatter than those obtained from the Stanford-Binet, which is an individual test.—H. L. Koch (Texas).

2562. Earle, F. M., Macrae, A., & others. Tests of mechanical ability. Rep. 3. London: Nat. Instit. Psychol., 1929. Pp. 42. 3/6.—The tests used were assembly tests similar to the Stenquist, in fact some of them taken from Stenquist's series. In a group test the parts were all jumbled together and the subject had to select them as well as assemble them. In the individual test the parts of each item were grouped together as in the usual Stenquist method. In the individual test, contrary to the Stenquist procedure, no additional score was given for speed. Age norms are provided; likewise the relative difficulty of the various items. The results were compared with group intelligence tests, a group test of form relations and four performance tests such as cube construction, form board, picture completion and cube imitation. A test in which form perception is stressed appears to correlate more highly with mechanical ability than do the other tests of intelligence. The differences in the correlations are about of the order of .35 versus .00. Partialing out age yields much the same result. The tetrad difference technique seems to indicate some general factor running through all the tests, presumably mechanical, but there are likewise other residual coefficients indicating specific correlations. It is probable that space perception is one of the other factors, and mechanical dexterity may be another. Mechanical ability is thus a complex of several factors. Correlation of the test with instructor's estimates of occupational proficiency varies from .82 for carpenter to .07 for electrician. Using actual trade tests instead of estimates the figures range from .66 to .16 for different vocations. It is recommended that the Stenquist test be used mainly for young inexperienced boys and supplemented by other tests for older ones.—H. E. Burr (Ohio State).

2563. Lesch, E. Zur quantitativen und qualitativen Auswertung der Ergebnisse aus den Intelligenzprüfungen nach Binet-Simon. (The quantitative and qualitative evaluation of the results of Binet-Simon intelligence tests.) *Hilfsschule*, 1930, 22, 3-24.—The author stands for the use of the method of levels of Binet-Simon to ascertain eligibility to the school for retarded children, especially since according to the author's opinion this method fulfills the task confronting Binet-Simon: to distinguish feeble-minded or mentally retarded children from intellectually normal children. In collaboration with Elisabeth Demmel in Munich the author made use of the Bobertag revision (1911 and 1914 respectively) of the Binet-Simon test as the basis for his practical work. He has also taken over Stern's intelligence quotient, that is, he has taken into consideration the relation of the mental age to the chronological age of the subject ($IQ = MA/CA$). The "three-quarters intelligence" is counted as feeble-mindedness by the author. He finally examines the question what significance the systems of psychological profiles, the psychogram, and the psychological schemata have as compared with the method of levels of Binet-Simon. It is characteristic of all these methods that the various mental capacities, etc., are judged as isolated capacities. The test in this case is assumed to be symptomatic for other performances. We are therefore concerned with a qualitative analysis of the separate capacities. The author emphasizes that Binet-Simon have also attempted such an evaluation of their tests. The article contains a number of practical examples with excerpts from test records.—O. Seeling (Berlin).

2564. Petrov, P. M. [Replacing the Bourdon letter test by digits.] *Zhurnal Psikhologii, Pedologii, i Psikhotehniki (B)*, 1928, No. 2, 55-62.—111 students (55 boys and 56 girls), 11-18 years of age, were given a Bourdon test, but with digits replacing the letters. There were 20 rows of digits, divided into 4 parts of 5 rows each and of 50 digits in each row. The subjects were required to cancel some 4 digits and were given a minute for each part of 5 rows and a rest of 3-5 seconds between parts. Errors were accounted for. The results show that the highest score obtained was the examination of 220 digits in a minute. The norms for each age group (about 10-18 subjects in a group) are expressed as fractions of the highest score of 220 digits examined in a minute. The norms are: .30, .43, .55, .57, .63, .61, .72, and .70 as the averages for boys and .39, .51, .58, .62, .63, .69, .65, .75 as the averages for girls of years, 11, 12, 13, 14, 15, 16, 17, 18 respectively. In a previous test with letters and with 108 subjects of 12-19 years of age, the highest score was also 220 letters examined per minute, but the averages for the age groups were for boys and girls: .45, .49, .53, .55, .59, .62, .65, and .72 for each year between 12 and 19.—H. S. Rasran (Columbia).

2565. Piéron, Mme. H. L'étalonnage des deux épreuves de mémoire de la fiche psychologique. (A standardization of two memory tests from the psychological list.) *Bull. Instit. Nat. d'Orient. Prof.*, 1930, 2, 8-14.—The article is a study of memory for geometric forms and of concrete memory dealing with the power of observation. The author describes the technique and the results obtained from a standardization based on 1091 children (489 girls and 602 boys).—Math. H. Piéron (Sorbonne).

2566. Spearman, C. A truce to "barking in." *J. Educ. Psychol.*, 1930, 21, 110-111.—The author takes issue with two recent publications in which his theory of the nature of intelligence is discussed. Carter's paper (*J. Genet. Psychol.*, 1928) is criticized on three points: (1) it uses the obsolete method of inter-columnar correlation; (2) the data do not fulfil the only condition under which this method may be used even as a stop-gap; and (3) the discovery of a group factor in mechanical abilities only duplicates the one reported in *The Abilities of Man* and is, further, no basis for a polemic against the theory of two factors. The tone of W. F. Dearborn's criticisms in *Intelligence Tests* is deplored, as is his injudicious selection of references to Spearman's work. A truce to "barking in" and a serious consideration of the relevant data are suggested.—J. A. McGeoch (Arkansas).

[See also abstracts 2368, 2413, 2421, 2430, 2535, 2548.]

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